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ABSTRACT

This hearing presented testimony on ways to improve teacher training through quality postsecondary education. After opening statements from Howard P. McKeon, Chairman, and John F. Tierney, Representative, Subcommittee on 21st Century Competitiveness, Committee on Education and the Workforce, U.S. House of Representatives, there are statements by: Cornelia M. Ashby, Director of Education, Workforce and Income Security Issues, General Accounting Office, Washington, DC; Kurt M. Landgraf, President and Chief Executive Officer, Educational Testing Service, Princeton, NJ; Wendell Cave, Director of Testing, Research, and Internship, Education Professional Standards Board, Frankfort, Kentucky; Allen Mori, Dean of the Charter College of Education, California State University, Los Angeles, California; and Steven Brandick, Director, Career Ladder, Human Resources Division, Los Angeles Unified School District, Los Angeles, California. Eight appendixes present the written opening statements and statements as well as a letter from the American Psychological Association to Chairman Howard P. McKeon. (SM)

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ED 474 354

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TRAINING TOMORROW'S TEACHERS: ENSURING A QUALITY POSTSECONDARY EDUCATION

HEARING

BEFORE THE

SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS

OF THE

COMMITTEE ON EDUCATION AND THE WORKFORCE

HOUSE OF REPRESENTATIVES

ONE HUNDRED SEVENTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, OCTOBER 9, 2002

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HEARING ON TRAINING TOMORROW'S TEACHERS:

ENSURING A QUALITY POSTSECONDARY EDUCATION

WEDNESDAY, OCTOBER 9, 2002

HOUSE OF REPRESENTATIVES,

SUBCOMMITTE ON 21ST CENTURY COMPETITIVENESS,

COMMITTEE ON EDUCATION AND THE WORKFORCE,

WASHINGTON, D.C.

The subcommittee met, pursuant to call, at 2 p.m., in Room 2175, Rayburn House Office Building, Hon. Howard P. "Buck" McKeon [chairman of the subcommittee] presiding.

Present: Representatives McKeon, Isakson, Castle, Ehlers, Osborne, Tierney, Holt, Miller, ex officio.

Staff Present: Julian Baer, Legislative Assistant; Alexa Callin, Communications Staff Assistant; Patrick Lyden, Professional Staff Member; Brady Newby, Communications Specialist; Deborah L. Samantar, Committee Clerk/Intern Coordinator; Jo-Marie St. Martin, General Counsel; and Holli Traud, Legislative Assistant; Charles Barone, Deputy Staff Director; James Kvaal, Legislative Associate/Education; Joe Novotny, Staff Assistant/Education; and Suzanne Palmer, Legislative Association/ Education.

OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Chairman McKeon. A quorum being present, the Subcommittee on 21st Century Competitiveness will come to order.

We are meeting today to hear testimony on ways we can improve teacher training through quality postsecondary education. Under committee rule 12(b), opening statements are limited to the chairman and ranking minority member of the subcommittee. Therefore, if other members have statements, they will be included in the hearing record.

With that, I ask unanimous consent for the hearing record to remain open 14 days to allow member statements and other extraneous material referenced during the hearing to be submitted in

the official hearing record. Without objection, so ordered.

Chairman McKeon. Good afternoon. I want to express my appreciation to our witnesses for joining us here today to talk about a very important subject, ensuring that we have quality teachers for our nation's children.

We all know that the effect of a good teacher on a child's life is tremendous and far-reaching. To this end, over the last few years, Congress has worked diligently to ensure that the best and brightest teachers are teaching our children. For example, the president's No Child Left Behind Act, signed into law last year, requires each state educational agency to develop a plan to ensure that all teachers teaching in core academic subjects within the state are highly qualified no later than the end of the 2005-2006 school year. Over the next decade, school districts will need to hire over 2 million additional teachers to keep up with increased student enrollment and it is our job to make sure they are qualified teachers.

With that said, many forget that the Higher Education Act includes several provisions to improve the quality of the current and future teacher force by improving the preparation of prospective teachers and enhancing professional development activities. Through teacher quality enhancement grants for states and partnerships enacted in 1998, Congress aimed to recruit highly qualified individuals, including individuals from other occupations, into the teaching force and to hold institutions of higher education accountable for preparing teachers.

With the passage of these provisions, our commitment to improving teacher quality is clear. We have enhanced our efforts to improve the education the children receive, particularly the education that disadvantaged students and students with disabilities receive. We have also provided additional resources for teacher training and assured quality through accountability measures.

As we move into the next reauthorization of the Higher Education Act next year, we will need to learn as much as we can from each of you and others as to the effect Title II provisions have on improving teacher quality, and what else we may be able to do to ensure that every student in this country has a qualified and committed teacher.

I know we are asking a great deal of our teachers. They have a very difficult, yet extremely important, job. Therefore, we want to do our part to help teachers, school districts and postsecondary institutions work together so that no child is left behind.

I believe we all have the same goal here and that is to ensure that highly qualified teachers teach our children. In order to do that, we want to encourage students to enter the teaching field, provide them the tools necessary to ensure that they are highly qualified and make sure postsecondary institutions providing teacher training are providing the best education possible.

Again, I thank you all for joining us today and look forward to your testimony.

Mr. Tierney is on his way here and we will come back to him for his opening statement when he arrives. I apologize for many members not being here today. We are debating the Iraqi

resolution on the floor, and that is keeping a lot of members away; and you can understand the importance of that also.

At this time, I would like to introduce our witnesses. First, I would like to introduce Ms. Cornelia Ashby. Ms. Ashby joined the U.S. General Accounting Office in 1973 and has held various positions within the GAO. She was appointed to her current position as Director of Education, Workforce, and Income Security Issues in October 2000. Ms. Ashby directs studies involving higher education, child welfare, child support enforcement and adult and vocational education issues.

She holds a bachelor's degree in Business Administration with a concentration in accounting from George Mason University, an MBA from George Washington University, and is completing work for a doctoral degree. Congratulations.

I would like to recognize the gentleman from Delaware, Mr. Castle, to introduce our next witness.

OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C. – SEE APPENDIX A

Mr. Castle. Thank you very much, Mr. Chairman, and thank you for the subject matter before this subcommittee today on training tomorrow's teachers. I think it is about as important as anything that we can possibly do.

And I am delighted that one of those addressing our panel today is my good friend and colleague, Kurt Landgraf. I think most of you know why he is here, because he is the president and CEO of the Educational Testing Service, or ETS.

But what you may not know is his background with the DuPont Company, where with the Department of Pharmaceuticals he served as president and CEO, as well as executive vice president, chief operating officer, chief financial officer and the chairman of DuPont Europe.

And even through all this, Kurt has always been deeply involved with his community at home, including sharing the business of the Public Education Council, United Way of Delaware, University of Delaware Research Foundation and many, many other business and philanthropic organizations.

He also, and I didn't know this, has earned his bachelor's degree in economics and business from Wagner College. He has also earned three master's degrees. I don't know what you do with three master's degrees, but he has one in economics from Penn State, administration from Rutgers and sociology from Western Michigan. And if that is not enough, he also is a graduate of the Harvard Business School of Advanced Management Programs.

As I mentioned, importantly for this hearing today, Kurt heads ETS, which is obviously one of the largest private educational research testing measurement organizations serving individuals, institutions, and governments in 181 different countries today. He is also the president of the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc.

And perhaps most importantly, and I know this from many conversations I had with him, he is a strong believer in the need to improve our education system for all students.

So he is a strong and able witness, Mr. Chairman, to have here today, and we look forward to hearing him.

And let me just say apologetically, because I am not sure how long I can be here, we have an Intelligence Committee meeting with this whole business with Iraq and other things that is tying everybody up at this point, so I may have to bow out shortly.

But I am pleased to introduce Kurt, and I yield back.

Chairman McKeon. Our next witness will be Mr. Wendell Cave.

Mr. Cave, we checked on the whistle, the Perkins whistle, and the reason you probably won't hear it today is the winds are not blowing. I thought we had maybe repaired it, because I haven't heard it recently, but it is just because we are not in the windy season yet.

Mr. Cave has served three years with the Kentucky Education Professional Standards Board and the Division of Testing Research and Internship. He has 35 years of education experience at the state level that includes positions at the Kentucky Department of Education and the Kentucky Council on Postsecondary Education. In addition, Mr. Cave has taught high school physics.

He holds a bachelor's degree from Western Kentucky University and a master's degree in teaching.

The next witness would be Dr. Allen Mori. Dr. Mori is the Dean of the Charter College of Education at California State University, as well as a professor of English. Prior to his position at CSU, Dr. Mori served as a professor in the Division of Teacher Education at Marshall University.

Dr. Mori has held several positions within postsecondary education and teacher preparation. He is also a member of the Association of Teacher Educators and has written extensively on teacher preparation and education.

And our final witness will be Mr. Steven Brandick. Mr. Brandick is the Director of the Career Ladder Office for the Los Angeles Unified School District. He began his career as an educator in 1981, when he took a position teaching English at the Mexican-North American Cultural Institute in Mexico City.

In 1993, Mr. Brandick became the K-12 bilingual specialist for the Los Angeles Unified School District. In this role, he coordinated the development of the district's para-education career

ladder as a labor-management collaborative project. He is working on a variety of projects relating to teacher recruitment and development.

Welcome, all of you, here, and we will hear the opening statement now from the ranking member. Are you the ranking member?

Mr. Tierney. I am temporarily in the seat.

Chairman McKeon. Mr. Tierney.

OPENING STATEMENT OF REPRESENTATIVE JOHN F. TIERNEY, SUBCOMMITTE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVE, WASHINGTON, D.C.

Mr. Tierney. I am going to be extraordinarily brief. I will submit my statement for the record, if I might, Mr. Chairman, and just welcome the witnesses here and look forward to their testimony.

I think that teacher qualification is obviously one of the principal concerns of many people in the education field and parents generally. So I want to hear what you have to say about that. I think it is going to be a major part of what we do in the reauthorization, and I look forward to your testimony.

Thank you.

WRITTEN OPENING STATEMENT OF REPRESENTATIVE JOHN F. TIERNEY, SUBCOMMITTE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVE, WASHINGTON, D.C. – SEE APPENDIX B

Chairman McKeon. Before the witnesses begin, I will explain, first thing is, you turn on your mike. And then there will be, as you speak, you will see the green, yellow, and red light in front of you. Green means you have five minutes. Yellow means you have a minute left and red means your time is up; and we would appreciate if you would follow that. And your full written testimony will be included in the record.

Ms. Ashby.

STATEMENT OF CORNELIA M. ASHBY, DIRECTOR OF EDUCATION, WORKFORCE, AND INCOME SECURITY ISSUES, GENERAL ACCOUNTING OFFICE, WASHINGTON, D.C.

Ms. Ashby. Mr. Chairman and members of the subcommittee, I appreciate the opportunity to testify on teacher quality enhancement, grant activities and accountability under Title II of the Higher Education Act.

As you know, the ranking minority member of the full committee and the chairman of the Senate Committee on Health, Education, Labor, and Pensions asked us to examine the implementation of some of the Title II provisions. My comments today are based on the preliminary work that we have done in response to that request.

We served 91 grantees, the total at the time of our survey, conducted 33 site visits in 11 states and interviewed Department of Education officials and teaching experts. Our survey and site visits revealed that the grantees focused on a combination of activities. Eighty-five percent of our survey respondents were using their grant funds to reform the requirements for teacher certification, 85 percent for professional development and support for current teachers, and 72 percent for recruiting new teachers.

Within these general areas, grantees' efforts varied. For example, in Illinois, where currently there is no middle school certification, state officials intend to use the grant to create a new certification for middle school teachers. Professional development and teacher support activities included providing courses toward an advanced degree and assigning mentor teachers to new teachers. In fact, during our site visits, we found mentoring was the most common professional development activity.

Grantees at 23 of the 33 grant sites we visited, that is, 70 percent, were conducting mentoring activities. As an example, Rhode Island used its grant funds to allow two experienced teachers to tour the state to provide training to future mentor teachers and help schools set up mentoring programs.

With respect to recruiting new teachers, most grantees at the grant sites we visited were using their grant funds to fill shortages in urban schools and recruit new teachers from nontraditional sources, such as middle career professionals. For example, a grant program housed at Johns Hopkins University recruits teacher candidates with undergraduate degrees to teach in a local school district while earning master's degrees in education. The program offers tuition assistance, and in some cases, the district pays the full teacher's salary. Teachers are required to teach in the local district for three years after completing the program.

Another recruiting endeavor, a Texas partnership, offered scholarships to mid-career professionals that paid for a one-year, full-time program that results in a teaching certificate and 18 hours of graduate level credits.

It is too early to determine the grants effect on the quality of teaching in the classroom. However, grantees have reported some positive results. For example, grantees have told us that they have been able to recruit more teachers into their programs since the inception of the grant program. In addition, many of the grantees we visited reported the mentoring programs are beneficial to the mentor teacher as well as to the new teacher.

Also, with respect to the Texas partnership that offered scholarships for a college program that leads to a teaching certificate and graduate credits, grantee officials told us that because the grant covers the Austin, Texas, area, an area of many technology organizations, they have been able to recruit highly skilled individuals who can offer a variety of real-life experiences for the classes they teach.

With regard to accountability, the information collected under Title II accountability provisions has limitations. Title II required education to develop key definitions and uniform reporting methods. Education officials told us that they tried to define terms, but the terms incorporated the uniqueness of teacher training programs, state reporting procedures and data availability; in doing so, education defines some terms broadly.

Education officials also told us that this gave states and institutions discretion to interpret some terms as they wished. As a result, using definitions allowed by education, states and institutions could report information that made their programs seem more successful than they might have been.

For example, institutions could inflate their pass rate on state certification examinations, reporting only on those teacher candidates who completed all course work and passed the teacher certification examination, without including any information on teacher candidates who completed all course work, but failed the examination, thus ensuring 100 percent pass rate. We found that a few states and many institutions are inflating their pass rates to 100 percent. Every institution reported 100 percent pass rates.

Requiring teacher candidates to pass the state certification examination, as part of a teacher-training program is not a problem. However, reporting on only those candidates who pass the examination does not provide a basis for assessing program quality. In other words, this practice reduces accountability.

Mr. Chairman, this concludes my statement. I would be happy to answer any questions.

STATEMENT OF CORNELIA M. ASHBY, DIRECTOR OF EDUCATION, WORKFORCE, AND INCOME SECURITY ISSUES, GENERAL ACCOUNTING OFFICE, WASHINGTON, D.C. – SEE APPENDIX C

Chairman McKeon. Thank you very much.

Mr. Landgraf.

STATEMENT OF KURT M. LANDGRAF, PRESIDENT AND CHIEF EXECUTIVE OFFICER, EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

Mr. Landgraf. Thank you, Mr. Chairman and members of the committee.

As Congressman Castle introduced me, you know that I am the head of the Educational Testing Service. We administer 12 million tests per year, worldwide, including the NAEP examination and the Praxis assessment exam, which is primarily what I am going to talk with you about today.

I believe accountability is essential to improving education in general, and enhancing the quality of teaching is perhaps the single most important way to improve incremental education in this society. I would strongly urge this committee, this subcommittee, to review very carefully this testimony and not back away from the message delivered in 1998 that teacher certification would meet the highest possible standards.

I have some recommendations to share with you for enhancing Title II reporting and for enhancing teacher professionals in general.

In brief, Title II created a three-tier annual reporting requirement. ETS participates in that reporting structure. ETS is focused on one key aspect of the law's requirements, that is, pass rates for teacher licensure examinations. I would like to discuss further teacher licensure assessments in general and the Praxis series in particular.

As Ms. Ashby just reported, states vary significantly on how they use Praxis data and how they react to providing teachers with teacher scores. I think this is key for your consideration. We are not here to provide assessments that are gamed. The purpose of these assessments is to improve teacher certification and teacher education.

The Praxis series includes three types of assessments: academic skills, subject assessments and classroom performance assessments. The ETS Title II reporting service is a complex, highly sophisticated system that provides institutions and states with Praxis pass rate data they need to meet Title II requirements.

I have three recommendations for improving Title II reporting systems:

Title II should be redirected to focus on improved teacher education, not pass rates,

Strengthen, as Ms. Ashby just pointed out, the definition of program completer. We must follow those teachers that complete their course of study and look at those that are admitted and

drop out, so we do not get the gaming of the pass rate system; and

We would like to ask you to consider establishing a uniform reporting system to facilitate enhanced utility and comparability of Title II data.

I also have four recommendations for enhancing the teaching profession and certification.

First, please use multiple measures in judging teacher quality and preparation programs,

Second, encourage all states to follow California's example in establishing induction and mentoring programs for new teachers;

Third, emphasize that knowing the subject matter and knowing how to teach are both important and necessary in effective teaching; and

Finally, but very importantly, given the demographics of our teacher shortage, undertake a study to examine teacher shortages, teacher mobility and potential solutions to such supply and demand issues.

The challenge before you is critical. Success at raising student achievement and closing the achievement gap rests in large part on the quality of our teaching force. We need to muster the political and public courage to match the much-needed improvements in our teaching force to attract higher quality teachers, retain these teachers and improve incremental educational opportunities for all students in this country.

Thank, Mr. Chairman, for this opportunity.

WRITTEN STATEMENT OF KURT M. LANDGRAF, PRESIDENT AND CHIEF EXECUTIVE OFFICER, EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY – SEE APPENDIX D

Chairman McKeon. Thank you.

Mr. Cave.

STATEMENT OF WENDELL CAVE, DIRECTOR OF TESTING, RESEARCH AND INTERNSHIP, EDUCATION PROFESSIONAL STANDARDS BOARD, FRANKFORT, KENTUCKY

Mr. Cave. Mr. Chairman, members of the committee, Kentucky's Education Professional Standards Board is delighted to have the opportunity to provide input to you today on the reporting requirements of Title II.

While those reporting requirements require a significant investment of time and money, the legislation came with no earmarked funding, and this lack of earmarked funding has been particularly burdensome for states like Kentucky that have independent standards boards, relatively small budgets and minimal, if any, federal funding. With that said, I would like to focus the rest of my time on positive outcomes that Kentucky has seen as a result of Title II reporting requirements.

Those outcomes far outweigh the investment Kentucky has had to make in the reporting process, and I think one of the most important outcomes has been the expanded interest that our print and electronic media have taken toward teacher quality. The major newspapers and television networks in Kentucky have featured pass rate data, by institution, each year of the Title II report.

This expanded media coverage has provided an impetus for our teacher education institutions to implement initiatives designed to improve pass rates. Our colleges of education tell us that cooperation and coordination with their colleges of arts and sciences is now being seen as something that must be done. Prior to the scores being reported by the media, many colleges of arts and sciences did not see themselves as integral players in the teacher education preparation program.

An invitational workshop that the Standards Board conducted this summer to discuss curriculum alignment for courses that are taken by students in teacher preparation programs drew representatives from both arts and sciences and education faculties from most of our teacher education institutions. Recent statewide newspaper coverage showing a teacher education institution with a pass rate on a Praxis II examination near the bottom for all institutions in the state certainly got the attention of the arts and science college at that institution, as well as its academic dean.

Arts and science faculty are realizing that not only are they integral players in the teacher preparation program, but they also have prestige to gain or lose from test scores that are reported in the media. This media coverage of pass rates may have even contributed to a change in leadership at an institution whose pass rates were low each of the two years.

Low pass rates in specific programs or in teaching specialties has led our Standards Board to implement an emergency program review procedure for programs in which the quality of teacher preparation is jeopardized as evidenced by failing scores on the certification assessments. Phase One of this process requires institutions with programs having pass rates below the 70 percent level to file a written plan for addressing 15 specific questions related to program improvement. Phase Two of that process requires an on-site team to evaluate and verify those written responses.

The 2000-2001 Title II report triggered Phase One emergency reviews in three of our education institutions and Phase Two reviews at two institutions. Our Standards Board has directed both of those Phase Two institutions to raise their pass rates to at least 50 percent by the time the third report comes out and to above 70 percent before the fourth report comes out. Failing

to do so will result in their approval to offer those programs being terminated.

The Title II report influenced in no small way our efforts to do our own report. We will be starting in 2002-2003 with a quality performance index, which will again place institutions whose performance index goes below a certain level in danger of losing their accreditation to be a teacher institution; and the Praxis test scores will be one of the major components. .

. I wish I had time to give you more information, but thank you for the opportunity to testify, and I will be glad to answer any questions.

WRITTEN STATEMENT OF WENDELL CAVE, DIRECTOR OF TESTING, RESEARCH AND INTERNSHIP, EDUCATION PROFESSIONAL STANDARDS BOARD, FRANKFORT, KENTUCKY – SEE APPENDIX E

Chairman McKeon. Thank you very much and your full statement will be in the record.

Dr. Mori.

STATEMENT OF DR. ALLEN MORI, DEAN OF THE CHARTER COLLEGE OF EDUCATION, CALIFORNIA STATE UNIVERSITY, LOS ANGELES, CALIFORNIA

Mr. Mori. Mr. Chairman and honorable members, it is both a pleasure and an honor to testify today in front of the subcommittee.

I have spent the last 27 years as a teacher educator. The college I have the privilege of serving as dean has a historic role in preparing quality teachers, particularly teachers of color. The National Council for the Accreditation of Teacher Education, NCATE, has accredited it since 1959; in the past year alone, over 2,000 people received teaching and other credentials authorizing service to California's and, indeed, the nation's schools.

The Charter College of Education is committed to leading educators to transform public schools. Our mission statement, through the unique opportunities provided by its charter status, the College of Education at California State University, Los Angeles, enables educators to meet high standards and ensure the maximum learning and achievement potential of culturally and linguistically urban learners.

The college's primary service area is greater Los Angeles, a dynamic urban and multicultural metropolitan center. This context provides for unique, collaborative opportunities to enhance continually the college's academic programs. Because the campus is located in the heart of metropolitan Los Angeles, the college's programs reflect concern with the challenges and problems of urban education with particular emphasis on linguistic and cultural diversity.

Currently, the Charter College is predominantly a graduate professional college, comprising 15 percent of the university's enrollment and 57 percent of its graduate enrollment. The majority of the candidates for teaching credentials are adult students, many of whom are pursuing a second career. However, the Charter College has established a pilot bachelor of arts degree program in urban learning. This program allows students to complete both the BA degree and preliminary teacher credential in four years.

The term "blended program" is applied to urban learning because teaching methods courses and specific subject matter courses are taken together; that is, students take history concurrently with the teaching methods class in social studies. Professors from both areas discuss ways in which the students can apply the content to the real world of classrooms through guided participation and observation in neighborhood schools.

The college's enrollment is 68 percent female and 32 percent male, reflecting a pattern of cultural and linguistic diversity similar to the university's overall enrollment, with 40 percent of our students being Latino, 30 percent Caucasian, 15 percent Asian Pacific Islander, and 10 percent African American students.

In response to changes in California's law governing the issuance of teaching credentials for elementary and secondary schools, members of the faculty determined that systemic change was necessary to meet the intent and the spirit of the new standards. The new program sequence clearly courses in field experiences to support the developing knowledge and experiences of beginning teachers.

Changes were made not only to respond to the state requirements, but faculty were cognizant of the need to produce better qualified graduates to assist the college in meeting the reporting requirements of Title II. I mentioned earlier collaboration, and one example of a significant and effective collaborative partnership is the strand of the Urban Learning Program I described earlier.

The apprentice teacher program is a true partnership between the Paraprofessional Career Ladder Program and the Los Angeles Unified School District and the Charter College. The strand allows Para educators to enter the Urban Learning Program with junior status and complete the requirements for a BA and a preliminary credential in just two years. The college's rigorous admissions requirements must be met.

A unique element involves the employment of the participants at three Professional Development Schools in Local District H of LA unified. Administrators and teachers of these schools are committed to supporting the apprentices as they pursue their degree and teaching credential goals.

The apprentices work as para educators at the three schools in classrooms of master teachers selected and trained carefully by a team of Charter College professors and district professionals. The apprentices are enrolled in teaching methods classes at the college and also engage in professional development activities with district personnel, who extend the methodology

instruction to include specific information about district curriculum and teaching approaches.

There are now nearly 200 graduates from the Urban Learning Program. Most of the graduates are female Hispanics between the ages of 21 and 27. Most are employed over 20 hours a week, take a heavy course load and still achieve an average of a 3.5 grade point upon completion of the program. The program has demonstrated successful use of families of students who attend classes together and provide each other with both academic and social support.

The Charter College is clearly on the cutting edge of high quality teacher preparation in the 21st century. Spurred by the Title II requirements to improve teacher education, faculty was determined to build world-class teacher preparation programs to meet the needs of the ethnically and linguistically diverse urban community of the Los Angeles Basin.

Thank you for the opportunity to appear before you today.

WRITTEN STATEMENT OF DR. ALLEN MORI, DEAN OF THE CHARTER COLLEGE OF EDUCATION, CALIFORNIA STATE UNIVERSITY, LOS ANGELES, CALIFORNIA – SEE APPENDIX F

Chairman McKeon. Thank you.

Mr. Brandick.

STATEMENT OF STEVEN BRANDICK, DIRECTOR, CAREER LADDER, HUMAN RESOURCES DIVISION, LOS ANGELES UNIFIED SCHOOL DISTRICT, LOS ANGELES, CALIFORNIA

Mr. Brandick. Mr. Chairman and honorable subcommittee members, thank you for giving me the opportunity to speak today. It is an honor to be here.

As you know, there is a great need for highly qualified teachers. Here are some facts related to the Los Angeles Unified School District:

We will need to higher 4,000 new teachers per year for the next five years. All of the universities in southern California, public and private, have been producing about 5,000 credentialed teachers; LA Unified hires about 1,500 to 2,000 of those. If this trend continues, we will have 10,000 under qualified teachers by 2007-2008.

Currently, one of four teachers and more than half of all new teachers are not regularly certified. Additionally, schools with the highest concentrations of challenged learners have the most under qualified teachers. In some schools, half the teachers are not regularly certified. For the sake of the children, we need a large number of highly qualified teachers, and we need them

quickly.

In 1999, my office entered into a partnership with Cal State LA to implement the apprentice teacher program, a fast-track teacher-credentialing program designed for paraeducators and a wonderful example of what a school district and a university can accomplish when they work together.

For a partnership to be successful, each partner must complement the other. Universities are great places to dream about the possible; large, urban school districts are places where practical solutions are needed for almost impossible problems. Professors are encouraged to strive for the ideal; teachers and school administrators know about dealing with reality. If we do not consider the ideal, we will be forever stuck with the mediocre; if we do not consider the reality, we will never move forward.

So Cal State LA and LA Unified came together to make things happen. LA Unified needed teacher training aligned with state standards in the district curriculum. We needed teachers who were trained to help students succeed in an urban setting, and we needed these teachers quickly.

Cal State LA needed to implement a new type of teacher credentialing curriculum, the blended program. It needed a program that stayed within compliance with state and national standards for teacher training and it needed a program, which would use staff in as efficient a manner as possible, especially in terms of supervising student teachers.

Both of us needed and wanted an outstanding credential pathway that could be implemented within the context of our large organizations, and we worked it out.

The apprentice teacher program starts with Cal State LA's Urban Learning Program, a fast track, blended curriculum that combines undergraduate and teacher credential requirements and then takes students from student, junior status, to a bachelor's degree and teaching credentials in just two years.

Apprentices are selected from among LA Unified paraeducators and placed at one of three Professional Development Schools, which were established especially for this project, where they work as teacher assistants.

The most highly qualified teachers at these schools are selected to be demonstration teachers. When the apprentices take a methodology class at the university, such as reading methodology, they have the opportunity to observe demonstration teachers in action and practice the techniques they are learning. At the same time, the apprentices attend weekly seminars where they are trained in the district's policies and curriculum related to that subject area. In this way, they learn the ideal methodology and also how to implement it in an actual classroom.

When they are ready for student teaching, apprentices move to a different Professional Development School, and when they successfully complete this process, they are hired by the district and placed as fully credentialed teachers. Because of the extensive training they have received and the years they have spent in schools as both paraeducators and apprentice teachers,

they perform more like experienced teachers than new ones.

Twenty-eight apprentices have become teachers in the past year, and they are doing well. There are 20 apprentices in the pipeline with plans to extend the program to other California State universities.

As you consider the reauthorization of the Higher Education Act, please take this type of program into consideration. I believe it can be replicated in many other parts of the country.

My office also successfully implemented a Teacher Quality Enhancement Grant, which was designed to expand the pool of potential teachers by raising interest among high school students. I would be happy to explain more about this program during the questioning period.

Thank you.

WRITTEN STATEMENT OF STEVEN BRANDICK, DIRECTOR, CAREER LADDER, HUMAN RESOURCES DIVISION, LOS ANGELES UNIFIED SCHOOL DISTRICT, LOS ANGELES, CALIFORNIA – SEE APPENDIX G

Chairman McKeon. This is such a big subject to try to cover in this kind of a session. I know we will hold more hearings, but it seems to me that it is a many-faceted, trying to get qualified teachers.

One is, I think you have teachers now that are currently teaching, that are not qualified. How do we move them to becoming more qualified?

How do we take teachers that are preparing to be teachers, going through school with an idea of becoming a teacher, and then maybe after a day or a year or two years in the classroom, finding they don't like it and moving out? And then how do we move people from other fields into teaching and then get them up to a qualified status?

It just seems like it is going to be a very difficult problem.

I served on a high school board for nine years; and I would see teachers at work, and I saw some fantastic teachers. We started something called "What Is Good in Education." Each month at our school board meeting, we would go to a different school and we would see an example. And I remember one French teacher that came in to give us a demonstration.

He was fully dressed as a Roman Catholic priest, and he just started speaking to us in French. I don't speak French; I assume he was speaking French. But can you imagine the impact that has on a classroom of high school students when he walked into the room and had that kind of an impact.

And yet I knew of other teachers whose credentials were highly qualified, but they couldn't communicate with students. And how do you take the education that a person has and then teach

them to be able to take that education and educate others? It is very, very difficult.

One of the concerns I had, Ms. Ashby, in your study is the 100 percent pass rate. Everybody passes. We have the term "program completer" and the term "graduate." Is it accurate to say that everybody passes? Everybody graduates? You know, everybody, 100 percent? That is kind of like Harvard, you know, 91 percent are honor students.

Is that realistic? What do we do about that?

Ms. Ashby. Well, obviously, if you compute the pass rate only on the people who passed the exam, you are going to have 100 percent, and it is not going to tell you about the quality of the underlying program. And that is the difficulty. This has been allowed to happen because of loopholes in the definition.

Either a clear definition of "graduate" or of "completer" or of just who goes into the denominator in computing pass rates would take care of this particular problem.

But, no, you are quite correct. It says nothing about the quality of the underlying program. I know it is not realistic that 100 percent of people who take the exam or participate in the program would pass.

Chairman McKeon. That is something we definitely need to address as we go through the reauthorization.

Also, once a teacher is in the system and has tenure, what do we do if they are not really doing the job, if they are not qualified, if they are not educating the students that they have the responsibility to educate?

Ms. Ashby. Were you addressing that to me? Since I have the mike, I will start. Of course, I have no definitive answers, just some speculations or ideas.

It seems to me that the teaching profession is like any other profession. If you have people who are not performing up to the standards that you would like for them to perform, either they are not willing to do it, or they can't do it, or a combination of the two, if they aren't willing to do it, it seems to me you help them find employment elsewhere.

If they can't, then perhaps training and modeling the type of behavior that you want would help; and that is where mentoring would come in, various supports for teachers that are currently in the classroom.

Certainly, if the problem is not having adequate knowledge of the subject you are teaching, training can take care of that. And another instance, having a mentor that can tell you the things that have worked for him or her can help; and just having a support, someone to talk to sometimes and discuss the problems you are having in the classroom, particularly if you are having problems managing the classroom.

Chairman McKeon. Administrators have to play a big role in this. They are the ones that are supervising, that should know what is going on in the classroom. And many times they get involved in a lot of other responsibilities, but that seems to me would be their number one responsibility.

My time is up. Mr. Holt.

Mr. Holt. Thank you, Mr. Chairman. And thank you, panel. You are correct, Mr. Chairman, it is a big subject, but let us talk about a few things.

I mean, the numbers are unsettling: needing 2 million teachers before the end of the decade. If we want smaller class sizes, it will be considerably more than that.

There aren't that many students in the pipeline.

We have problems attracting enough science teachers or enough teachers that have a comfort level with science that is sufficient. In fact, most of these teachers we need to get over the next eight to ten years will be called on to teach science because every elementary school teacher will be.

It seems to me, just because of those numbers, we will have to do a much better job attracting and training midcareer teachers.

With regard to standards for schools and for teachers, should they be different for teachers entering at midcareer, rather than entering immediately after their undergraduate program?

Let me start with Mr. Cave, but perhaps others would have a thought on that.

Mr. Cave. I think most of the states have either implemented alternative routes to certification or are considering alternative routes to certification; and yes, the standards should be different for those people.

Mr. Holt. Let me be a little more specific. Some schools devote more of their effort to midcareer teachers than others. Should the standards for those schools be different?

Mr. Cave. Probably should. And I can't tell you specifically what the differences in those standards ought to be right now, but they probably should be different.

Mr. Holt. Dr. Mori or others?

Mr. Mori. I would take a slightly different approach. I would say the standards shouldn't be different.

I mean, we should have very high standards and everyone should meet those standards if they are going to be teaching someone's children, your children or grandchildren or my children or

grandchildren.

On the other hand, the approaches to preparing those people for the teaching profession would differ greatly, I would think, in the way you work with people who have been successful in other careers and who are clearly adult learners versus what you have with typical undergraduates.

So the approaches would be different, but the standards should not be diminished at all. They should be the same for both the undergraduate pathway and any of the alternative routes. And I would add that most universities, and Cal State LA, I think, and this is particularly true in the California State University in general; we have alternative pathways to the teaching credential within our college of education. There are many pathways.

We have interns, we have preinterns, we have folks working on emergency permits, and then we have the traditional programs and we have the undergraduate programs. We work collaboratively with the school districts on intern programs. So I believe we have clearly embraced the notion that alternative programs are the only way we are ever going to, along with traditional ones, meet this tremendous demand in the next 10 years.

But each of those programs I mentioned has the same high standards for admission, completion, and exit at graduation, but the approaches vary widely.

Mr. Holt. In the short time remaining, let me change the subject here.

It is a great pleasure to see Kurt Landgraf, my constituent and the leader of a fine institution. You suggest that colleges and universities report data on all of their students, rather than just graduates of the education schools. Is this partly an effort to deal with what you call the "gaming of the system" where education schools might inflate their rates? What is your reasoning behind that recommendation?

Mr. Landgraf. It is not all graduates. I think we have to be very, very concerned with the fact that we have to ensure that we do not water down or lower our standards; rather, we ensure that each state administers these tests fairly and uniformly, and as Ms. Ashby talked about, ensuring that there is a very clear set of guidelines, ensuring that we look at all students who are admitted into these programs, not just those students who complete the colleges of education or the college curriculum and then take the test.

I might just comment if I could take two more minutes on this, that this is a complex problem.

Mr. Holt. Maybe one more minute.

Mr. Landgraf. A complex problem as discussed, but it is like any managerial problem, that you don't achieve incremental improvements by watering down standards. Rather, you must take into account the kinds and types of resources that you apply against the problem. We have to pay our teachers better, provide them with better training and development tools, and ensure that they are

compensated and rewarded for outstanding performance.

Watering down the standard is exactly contrary to everything we know and trust in this society.

Mr. Holt. Thank you.

Thank you, Mr. Chairman.

Chairman McKeon. Mr. Isakson.

Mr. Isakson. Thank you, Mr. Chairman.

Dr. Mori, first of all, California is doing very creative things. I can't remember the name of the system. It is in the Sacramento area. They have what is known as The Academy, which is proving very successful in bringing teachers.

I know LA is doing the same, and in your testimony, you talked about one of the goals of your college of education being to measure the effect of teaching practices in real-world classrooms. I would like for you to react to a proposal I have, which I believe would dramatically reduce immediately the teacher shortage. It would not cost the public schools or colleges any money, and it would improve greatly the understanding of the real-world classroom, and it is as follows.

What if we required every professor and every teacher in every college of education in the United States of America to teach at least one out of every four years in the public schools? They remain at their pay grade paid by the college. One out of every four years they went and taught in their field, which obviously they would meet the certification standard, or you wouldn't hire them. What would you think of that idea?

Dr. Mori. Well, Congressman, I am not certain that that necessarily would reduce the teacher shortage. One of the problems we face right now is that there is clearly a shortage of individuals who are willing to become professors of education. And part of our problem in ramping up and producing more and better-qualified teachers is that we don't have enough faculty to do that job. And that is even using highly qualified adjunct faculty that we hire from local school districts to work on our faculty, to assist us to produce more and better teachers.

Our faculty works in public schools a lot. They do professional development there. We actually offer some of our preparation courses there. So I think that there is an effort, a substantial effort to ensure that our people are on the cutting edge of what is happening in classrooms.

We do not have an ivory tower syndrome, at least not at Cal State LA. Our people are working at the Professional Development Schools, side by side with the teachers, master teachers and mentor teachers from LA Unified.

So I am not critical of your proposal. I think it has great merit. What I worry about is the fact that we are facing at the university level a shortage of individuals who wish to become professors, as well as there is a shortage of people willing to become teachers.

Mr. Isakson. Well, I appreciate the response and certainly don't take anything to be critical. I will tell you, from just reading your testimony, I don't think this would include your college of education, but my experience is that there are many colleges of education where there is a dramatic disconnect between the real-world classroom of 2002 and those faculties. And that is why we lose so many teachers in years one through three, because they are not prepared for what they are about to see.

And although I was not aware there was a shortage of professors in colleges of education, and I probably should have been, nonetheless, I think it would be a great practice.

And thank you very much, Dr. Mori.

My other comment is to compliment Rush's constituent, Mr. Landgraf. Your four recommendations that you made for recommending enhancement of the teaching profession are exactly, absolutely 100 percent correct.

And I hope everybody on the committee will take time to read those four points because, in my paraphrasing, in particular he recommends that we measure not just their knowledge of the content, but their ability to teach, which is so important; and second, that there be multiple ways; this is a guy that sells testing, and he is telling you he wants multiple ways of evaluating teacher quality, which tells me this is very unselfish testimony and very accurate testimony.

So, all of you were great. And as the lady from GAO told us, it is going to be 10 years before we know whether or not we are doing any good with this, because they don't have enough longitudinal data to determine. But I think Mr. Landgraf is right on target on those four points, starting on page 13, and I commend you for that.

Thank you, Mr. Chairman.

Chairman McKeon. Thank you.

Mr. Miller.

Mr. Miller. Thank you very much and I want to thank all the members of the panel. I think your testimony today is very, very helpful to us.

If I might start with Mr. Cave, when we wrote Title II, we knew what we wanted to do. We didn't know how it was going to turn out. And I have to tell you that when I looked through your testimony, and I looked at the steps that Kentucky has taken in sort of the self-criticism and examination of what you were doing and what you now think you had to do to respond to that, I can't think of a better process, if I had thought federal legislation was going to drive a better

process than what you have gone through and how the state has responded.

Others decided they could run a 100 percent pass rate by us. That is not going to work, and we will get back to Title II, and we will work with the Department of Education over this next process in the Higher Education Act.

I had a chance to meet with Mr. Landgraf earlier, and I said this is sort of breaking down both in Title II here and Leave No Child Behind. There are two schools: those who want to run up the white flag right now in the first year, and they did that in Title II, too, and then there is a set of schools and states that are interested in seeing whether or not they can use this as an opportunity. And it is amazing, the difference of approach in both of those.

And the one that truly saddens me, as a public policy-maker is when I hear people say, it is too much, we can't do this. And yet we have demonstrated every day in the popular press in districts and states that are sort of grabbing the bull by the horns and saying, Okay, this is what the law is; this is what we are going to have to do, now let us get on with it.

And I would just commend, and I am going to send your testimony around to all the members of the committee, because all of us have people within our own states suggesting that somehow this can't be done, or we can't meet the goal, or whatever.

And I also accept your admonishment that some funding would help there, too. But I had to get it started here. So thank you very much for that.

Mr. Mori, or both of you from Cal State, one of the concerns we had with emergency credentialed teachers was that emergency credentialed teachers were allowed to stay in the system for many years. Even if you could hide out, if you were challenged, you could move on to another school within the district or another district. And then they lost track of you and you could spend another three or four years with kids when you were under certified, and I think, in many cases, just under qualified.

And I notice in the Kentucky discussion they talk about, if I understand it right, that they will be able to follow specific teaching and administrative candidates from program admission to program exit throughout their education careers, if they continue to be employed in Kentucky.

One of my concerns with the state board draft on highly qualified teachers was, there was a point of entry, but I didn't see the point of where it ended. And I am worried that we are now starting to accept preinterns and interns as euphemisms for emergency credentialed teachers, and enrollment in the program is enough, if the state board had their way. And I don't think they are going to have their way now, but if they had their way, that enrollment, in and of itself, sort of, you became highly qualified; you never had to finish.

Now, I read what you are talking about here in the Career Ladder Programs, that these all have conclusions to them; and that is a real concern I have. Because whether or not, when you think about developing highly qualified teachers, and I agree with what you said this morning, I want that high standard, I accept multiple pathways. But at the end of the day, the state is going to

have to certify to the parents that this teacher is, in fact, a highly qualified standard as devised under federal law.

Can we get there with these programs, either one of you at Cal State? You work on a different aspect of it?

Mr. Brandick. I should clarify; I am from the Los Angeles Unified School District.

I think no matter what you lay out as requirements for permits, there are always going to be certain ways people can drag this situation out longer.

The way that we have attacked it in my particular kind of program is the way that you select and recruit candidates to become teachers, because the people we have been selecting from the community, the paraeducators, the teacher assistants, they have been in the classroom, and they know about the job; and then, when they decide to become teachers, they are committed to that profession.

We have had people that have been on emergency permit, but in two years they finish. And I think a big issue is that the problem is so large and we need so many people that we sometimes bring people in that aren't committed to becoming teachers, and they are always going to find a way to drag the situation out. Anyone who is committed to becoming a teacher is going to try and find the quickest path that they can to that certification.

Mr. Miller. I am interested in whether or not LA Unified will be able to keep track of these people to see if, in fact, they have finished up? I understand there is a transition here, and I understand that we are saddled with a caseload that we inherited when we passed the law, but I can't accept that we are going to keep doing it the way we were doing it and keep lamenting the problem that was created.

The problem of 40,000 teachers in California was created because nobody was paying attention to what these people were doing. Some of these people were in the system a considerable period of time. Nobody bothered to ask them to move on and finish their work.

Mr. Brandick. Congressman, in terms of keeping track of people, one of the things we are putting in place right now is all the data systems necessary to keep track of all the credentialing and the experiences of all the teachers that we have, all 40,000 current teachers in Los Angeles Unified. Yes, we are keeping track of the teachers, and we are also doing everything we can to increase our district intern programs, our university intern programs, improve our preintern programs, and find other ways to get the people credentialed as quickly as we can.

So we are attacking it from a number of different angles.

Mr. Miller. That is helpful.

I think when the committee had this under consideration, certainly when the president talked about this, the development of this data wasn't just to make work, it was so that this data

could be used for cross-purposes. So, you know, as we look at the disaggregation of data of children, as we follow those children, we also want to know what teachers those children experienced during their career and whether they received the "value added" or not, or whether we now have to go back and maybe we have a weak link among these teachers.

It is about getting real-time data so you can attack the problem in real time, whether it is the data on how the student is performing or what their weaknesses or their strengths are, or whether it is about how this teacher is performing.

This isn't about trying to punish people. I mean, a lot of high stakes have been attached to all this. I am more interested in seeing if we can get to that person in real time, or help them with their skills whether they are a teacher or student.

And some people want to pretend that this is an attack on alternative credentialing. It is not. It is about, how do you do it and maintain the high standards, so we don't repeat under another guise what we just went through in the last 15, 20 years with accepting levels of people who just aren't qualified to do the very best that we want for our children.

So I am encouraged by what you say. You tell the state board it is all-possible. I have already given them enough.

Mr. Mori. I was particularly heartened by your comments to the state board, which I read in the Los Angeles Times, and the state board was trying to define its way out of a problem and using a definition to try to address a situation, which they know is critical.

And I would agree with Steve that we are working hard to address those issues; and the kinds of situations you described earlier of people bouncing around from district to district, that is about over now. And it is much more difficult to do that.

We are doing a better job tracking our students internally, the districts are doing a much better job; and my belief is that many of those problems are going to disappear. But the state board is going to have to face up to the problem, and it is going to have to say what a highly qualified teacher is. And we are going to have to work together to actually address the terrible shortfall of individuals like that in California, and, believe me, it is a real shortfall.

Mr. Miller. Thank you.

Thank you, Mr. Chairman, for having this hearing.

Chairman McKeon. Thank you. And thank you for your little comments to the state board. I am also a Californian, and while we are from different sides of the aisle, we have worked very closely on this issue and are of a like mind that the students come first. Some way we have to get the job taken care of, and we have to look at a lot of new, creative things and ways to get that done.

Mr. Ehlers.

Mr. Ehlers. Thank you, Mr. Chairman. If you would like me to talk to the Board of Education in California, I would be happy to do it, too.

In response to Mr. Miller's comments, I agree with him that the emphasis should be on quality, because in my experience in working with teachers, both student and otherwise, I have seen some teachers without certificates who are highly qualified and also seen some unqualified teachers who have certificates. And I much prefer the use of the term "qualified," or perhaps even going beyond that, teachers who are "talented." I have also found huge differences in teachers from one classroom to another; and if you talk to the principals, they generally know who the good ones are and who the not-so-good ones are, but there is not a great deal they can do about it.

What I wanted is to address the comments of a fellow physicist, Mr. Holt. You have the good fortune of having a congressional panel that is 40 percent research physicists and 100 percent of the physicists in the Congress.

Mr. Holt. If you want to call that good fortune.

Mr. Ehlers. Oh, come on stick up for us. Everyone else is against us, Rush.

I want to follow up because in my work, I found that the greatest problem in schools of education were in those schools that had no contact whatsoever between the Department of Education and the academic departments, and I am very heartened to see that trend changing. For example, the University of Arizona is doing some outstanding work in this. We have two state universities in Michigan doing good work and there are some in Kansas. So the trend is changing.

I think math and science education is the unwanted stepchild in many elementary school classrooms, and yet that is where the jobs of the future are. I tried to break that cycle as a professor of physics, and I became involved in elementary education in the college I was teaching at. Right now you have teachers who don't know math and science and are trying to teach math and science and generally not doing it that well, even though they really want to.

I found, in my experience, they want to, but they are afraid of the subject and they don't know how to teach it well. And you trace it back to their college career. They didn't have courses that were related to this. There was no correlation with the education department. I believe that is absolutely essential if we are going to break this cycle.

What I am particularly worried about is the culture of female students, and I have seen this over and over, who get the idea that they can't get science, they can't get math. And generally it is because they have a female teacher that says, well, I could never get it. We just have to address that problem.

I am wondering in the whole process of testing, evaluation, certification and so forth, how much attention is being paid today as to whether or not the universities and schools of education are addressing that problem and, in fact, are working with the academic departments. And I am not criticizing the schools of educational alone, because I have castigated the academic departments, the math and science departments equally for not wanting to participate. In most cases, they look

with great disdain upon the education departments, the education department looks with disdain upon them, and nothing happens.

Is there some way to help break that cycle through the certification process, through the schools of education accreditation process?

And I appreciate any comments you would like to make on that. Mr. Cave.

Mr. Cave. Kentucky has just recently received word that it has been funded under the Teacher Quality Enhancement Grant Program, and a major focus of our funding for that will be an effort to get colleges or teacher education institutions to come on board; and I think all of them will. And they will come on board to do a curriculum alignment of all courses that prospective teachers will be taking at those colleges and universities, be they in their specialty area or in education.

That curriculum alignment will be aligned in three ways. It will be aligned with our new teacher standards in Kentucky, and our new teacher standards in Kentucky are aligned with the standards of the learned societies for teacher educators like the National Science Teachers Association, the American Chemical Society, and the curriculum will be aligned with the content that is covered in the content that is covered in our ETS test for that specialty area.

Mr. Cave. And, finally, those curriculums will be aligned with some of the testing that is done in those courses, to be similar in style and format to the way the practice test is given. And I think those three things that we are going to do in Kentucky, using the enhancement grant, will do a lot to help us really cement that cooperation between colleges and education and the arts and science colleges, and do a great, great service to the State of Kentucky in improving the quality of teacher education.

Mr. Ehlers. Well, that is good news.

Before we have other comments, let me correct the record. I think I said the University of Arizona. I should have said Arizona State University, and I ask that the record be corrected to show that before I get 10,000 letters from Arizona State University.

Any other comments anyone wants to make on this?

Mr. Mori. Congressman, I would like to say that for colleges of education that were accredited initially by organizations like NCADE that kind of cooperation you spoke about has existed for a long time. And colleges of education and faculty and the disciplines work together to strengthen subject matter, understanding and knowledge. Recent changes in California now require that as well. So all institutions, at least in California, whether they are nationally accredited or not, had to redesign the subject matter portion of the preparation for people seeking elementary teaching credentials. And what it did do was, of course, now it is all standards-based, outcomes-based, but it did strengthen in substantial ways math content and science content, both.

Now, we have been doing that for a long time. I am pleased to say we had increased the amount, the number of math courses and science courses that elementary teachers had to take

before they ever got to taking the courses in teaching methods. And, of course, we do those side by side; as I mentioned earlier, they are taken concurrently so faculty members in science and math work with professors in education who are teaching math as experts, so that the way in which people are taught science has that real-world application piece to it.

Mr. Ehlers. And is this true of elementary education, as well as secondary? Because my experience is that most schools do have a good program cooperating on the secondary education training, but not on the elementary.

Mr. Mori. And I was speaking to elementary. And so that is, of course, I would agree with you, at the secondary level, it probably happened a long time ago and elementary is more recent. But clearly it is happening there.

Mr. Ehlers. Okay. Anyone else wish to comment?

Mr. Brandick. Dr. Mori did refer to the elementary, and standards there help with that; but the secondary, there is the issue of finding the recruits that would be going into science and math education. There is the Transition to Teaching Federal grants, we have one called Project Master, and they are promising. But it appears that people that come from other professions may or may not become very good teachers. And from my perspective, it would be wonderful if we could have at the secondary level teachers being assisted by paraeducators in math and science classrooms, and those people would become the candidates to become math and science teachers, and you would have people who would be already deciding.

Because a big issue with math and sciences, we are always looking for people to change careers. They did not quite make it into med school, but maybe they could be a science teacher. They did not become an engineer; maybe they could be a math teacher. And what I would like to see is people deciding in high school or earlier in their college career that they want to teach math and they want to teach science in high school and secondary.

And we could use the same idea with the paraeducator career ladder to identify and prepare math and science teachers early on.

Mr. Ehlers. The biggest problem, I think, there is the salaries after they get out. And I have been arguing for some time that we live in a market economy and every sector of the economy, other than the schools, you meet the competition. You cannot expect to get good math and science teachers in the schools for half the amount they can earn elsewhere. They are willing to work for less money, but not 50 percent of what they can get elsewhere. And so I think it is essential to increase the compensation for them all, assuming that they are good teachers.

I have taken too much of my time already.

Thank you, Mr. Chairman, for your leeway.

Chairman McKeon. I was wondering when you would see that red light there.

Mr. Ehlers. That is what happens when you have been a teacher as long as I have. You do not quit unless the bell rings.

Chairman McKeon. I want to thank all of our witnesses for being here today, for your valuable time; and as we go through the process of reauthorizing the Higher Education Act in the next Congress, I would encourage you to be involved with us.

We have set up a Web site and we have asked for input. If you would log onto that and send something to us, then you will be in the chain as we have items that we are dealing with, and we will keep you informed. And I would encourage you to do that.

There is no further business now. The subcommittee stands adjourned.

[Whereupon, at 3:20 p.m., the subcommittee was adjourned.]

APPENDIX A -- OPENING STATEMENT OF CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

Opening Statement of Howard P. "Buck" McKeon
Chairman
Subcommittee on 21st Century Competitiveness

Hearing on "Training Tomorrow's Teachers: Ensuring a Quality Postsecondary Education"

Wednesday, October 9, 2002

Good afternoon. I want to express my appreciation to our witnesses for joining us here today to talk about a very important topic - ensuring that we have quality teachers for our nation's children.

We all know that the effect of a good teacher on a child's life is tremendous and far-reaching. To this end, over the last few years, Congress has worked diligently to ensure that the best and the brightest teachers are teaching our children. For example, the President's No Child Left Behind Act, signed into law last year, requires each State educational agency to develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Over the next decade, school districts will need to hire over 2 million additional teachers to keep up with increased student enrollment. It is our job to make sure they are qualified teachers.

With that said, many forget that the Higher Education Act also includes several provisions to improve the quality of the current and future teacher force by improving the preparation of prospective teachers and enhancing professional development activities. Through Teacher Quality Enhancement Grants for States and Partnerships enacted in 1998, Congress aimed to recruit highly qualified

individuals, including individuals from other occupations, into the teaching force and to hold institutions of higher education accountable for preparing teachers.

With the passage of these provisions, our commitment to improving teacher quality is clear. We have enhanced our efforts to improve the education that children receive, particularly the education that disadvantaged students and students with disabilities receive. We have also provided additional resources for teacher training and assured quality through accountability measures.

As we move into the reauthorization of the Higher Education Act next year, we will need to learn as much as we can from each of you, and others, as to the effect the Title II provisions have on improving teacher quality and what else we may be able to do to ensure that every student in this country has a qualified and committed teacher.

I know we are asking a great deal of our teachers; they have a very difficult, yet extremely important job. Therefore, we want to do our part to help teachers, school districts and postsecondary institutions work together, so that no child is left behind.

I believe we all have the same goal here -- to ensure that our children are taught by highly qualified teachers. In order to do that, we want to encourage students to enter the teaching field, provide them the tools necessary to ensure that they are highly qualified and make sure postsecondary institutions providing teacher training are providing the best education possible.

Again, I thank you all for joining us today and look forward to your testimony.

APPENDIX B – WRITTEN OPENING STATEMENT OF REPRESENTATIVE JOHN F. TIERNEY, SUBCOMMITTE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVE, WASHINGTON, D.C.

John F. Tierney Opening Statement
21st Century Subcommittee Hearing on
"Training Tomorrow's Teachers:
Ensuring a Quality Postsecondary Education"
October 9, 2002

Thank you Mr. Chairman.

I would like to welcome our witnesses as I am looking forward to hearing their thoughts about preparing our teachers to best serve our children in the classroom. You will provide valuable insight as our committee builds a record in preparation for the reauthorization of the Higher Education Act and address teacher quality in 21st century classrooms.

Training our teachers of tomorrow—what does that mean?

First off, newly hired teachers must be fully qualified and, where existing teachers may be teaching out of subject, or not fully qualified, we must recognize our responsibility through professional development and technology to support teachers' efforts to be fully qualified. Teachers must be supported in ways that enhance the profession and attract new participants, not scapegoated for educational shortcomings or deprived of the materials and needed for continuing development. Teachers should be compensated not only on the basis of their qualification level, but also for the time and care involved in preparing and doing their jobs well.

Our education system is faced with a tremendous challenge to put qualified teachers in the classroom. Although it is not the subject of the hearing today, alternative certification is a subject that bears some weight as we seek to place qualified teachers in the classroom.

I would like to take this opportunity and talk about some legislation I have been working on to attract teachers through alternative paths. Alternative Paths to Teaching (APT) seeks to find the best and the brightest professionals and prepare them to teach in those fields they have earned a degree. In addition, it establishes a means to attract professionals with a strong track record in a given field to change careers and teach that subject. To ensure fully qualified teachers in the classroom, intensive training preparation would be offered to these non-traditional job applicants prior to their entering the classroom. The teachers would have extensive mentoring and sound professional development provided to support the classroom experience. While graduating college students would be the prime candidates for these alternative programs, those seeking to change careers might also be attracted to teaching, particularly those with much needed expertise in math and science.

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Title II of the Higher Education Act (HEA) authorizes several programs devoted to training quality teachers in our elementary and secondary schools. In 1996, when Congress first began to address the reauthorization of HEA, the National Commission on Teaching and America's Future issued a report on the recruitment and training of teachers which largely influenced the teacher training provisions in HEA. The 1998 reauthorization of HEA included the core elements of improved pre-service training, higher standards for teacher training programs, and mentoring programs. Title II created Teacher Quality Enhancement Grants, which established new accountability requirements and created new grant programs to help schools of education improve. States and schools are required to publish information about teacher licensing and certification policies and procedures under Title II accountability requirements. The Secretary of Education must collate the state and institutional information and publish an annual report on teacher quality.

This past June, the Secretary of Education issued its first annual report on the state of teacher quality, emphasizing the need for greater alternative certification. The report charges that schools of education are failing to produce the types of highly qualified teachers that the No *Child Left Behind Act (NCLB)* requires. The NCLB Act mandates that new Title I teachers must be certified and demonstrate subject matter competence. The Act also mandates that, by the end of the 2005-2006 school year, all teachers must be highly qualified in core academic subjects. As I have expressed my concerns about some of the policies set forth in *No Child Left Behind Act*, there can be improvement in the training of teachers.

Congress has much to consider as we reauthorize the Higher Education Act. Earlier, I spoke about alternative certification of teachers. I have concerns about institutions allowing students to graduate, which fail to pass teacher certification exams. We also need to look at the recruitment of minorities to teach. We have much to explore in the area of training our teachers of tomorrow.

Again, I would like to thank the witnesses for testifying today. I look forward to hearing their statements.

APPENDIX C -- STATEMENT OF CORNELIA M. ASHBY, DIRECTOR OF EDUCATION, WORKFORCE, AND INCOME SECURITY ISSUES, GENERAL ACCOUNTING OFFICE, WASHINGTON, D.C.

United States General Accounting Office

GAO

Testimony

Before the Subcommittee on 21st Century Competitiveness, Committee on Education and the Workforce, U.S. House of Representatives

For Release on Delivery
Expected at 2:00 p.m.
Wednesday, October 9, 2002

TEACHER TRAINING PROGRAMS

Activities Underway to Improve Teacher Training, but Information Collected To Assess Accountability Has Limitations

Statement of Cornelia M. Ashby, Director
Education, Workforce, and Income Security Issues

GAO-03-197T

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United States General Accounting Office October 2002

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Highlights

TEACHER TRAINING PROGRAMS Activities Underway to Improve Teacher Training, but Information Collected to Assess Accountability Has Limitations

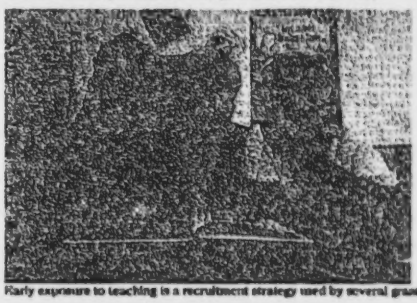
Highlights of GAO-03-1977, a testimony before the Subcommittee on 21st Century Competitiveness, Committee on Education and the Workforce, U.S. House of Representatives

Why GAO Did This Study

In 1998, the Congress amended the Higher Education Act (HEA) to enhance the quality of teaching in the classroom by improving training programs for prospective teachers and the qualifications of current teachers. This testimony focuses on two components of the legislation: one that provides grants and another, called the "accountability provisions," that requires collecting and reporting information on the quality of all teacher training programs and qualifications of current teachers. The Subcommittee asked that we provide information on (1) activities grantees supported and what results are associated with these activities and (2) whether the information collected under the accountability provisions provides the basis to assess the quality of teacher training programs and the qualifications of current teachers.

What GAO Found

Education has approved or awarded 123 grants to states and partnerships totaling over $460 million dollars. Grantees have used funds for activities they believe will improve teaching in their locality or state, but it is too early to determine the grants' effects on the quality of teaching in the classroom. While the law allows many activities to be funded under broad program goals outlined in the legislation, most grantees have focused their efforts on reforming requirements for teachers, providing professional development to current teachers, and recruiting new teachers. However, within these general areas, grantees' efforts vary.



Early exposure to teaching is a recruitment strategy used by several grantees.

The information collected as part of the accountability provisions to report on the quality of teacher training programs and the qualifications of current teachers has limitations. The accountability provisions require that all institutions that train teachers who receive federal student financial aid provide information to their states on their teacher training programs and program graduates. In order to facilitate the collection of this information, the HEA required Education to develop definitions for terms and uniform reporting methods. Education officials told us that they made significant efforts to define these terms so that the terms incorporated the uniqueness of teacher training programs, state reporting procedures, and data availability. In doing so, Education defined some terms broadly. Education officials told us that this gave states and institutions discretion to interpret some terms as they wished—resulting in the collection and reporting of information that was not uniform; making it difficult to assess accountability.

Our nation's teachers are inextricably linked to student achievement. This bond highlights the importance of teacher preparation programs. The grants and accountability provisions established by the HEA seek to improve teacher training, but information collected to assess accountability has limitations.

The full testimony statement is available at www.gao.gov/cgi-bin/getrpt?GAO-03-1977. For additional information about this testimony, contact Cornelia M. Ashby. (202-512-8403).

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Mr. Chairman and Members of the Committee:

I appreciate the opportunity to testify on the preparation of teacher candidates and related provisions in Title II of the Higher Education Act (HEA). The Department of Education's National Center for Education Statistics recently reported that most teacher training programs leave new teachers feeling unprepared for the classroom. Because recent research reports that teachers are the most important factor in increasing student achievement, the quality of teacher training is critical. In 1998, the Congress amended the HEA to enhance the quality of teaching in the classroom by improving training programs for prospective teachers and the qualifications of current teachers. Among other purposes, Title II of the legislation provides teacher quality enhancement grants to states or partnerships and, under the "accountability provisions," the legislation requires collecting and reporting information on the quality of teacher training programs and the qualifications of current teachers.

Mr. Chairman, as you know, the Ranking Minority Member of the full Committee along with the Chairman, Senate Committee on Health, Education, Labor and Pensions, asked us to review some of the Title II provisions. We plan on issuing a report in December. Today I will briefly discuss our results relating to whether the grants and reporting requirements found in Title II of HEA are contributing to improving the quality of teaching in the classroom. Specifically, I will discuss (1) Title II grantee activities and what results are associated with these activities and (2) whether the information collected under the accountability provisions provide the basis to assess the quality of teacher training programs and the qualifications of current teachers. To learn about grant activities, we surveyed 91 grantees, the total at the time of our survey, and conducted 33 site visits[1] in 11 states—California, Connecticut, Georgia, Illinois, Massachusetts, Maryland, North Carolina, Rhode Island, Tennessee, Texas, and Wisconsin. Grantees in these states were selected because they represented almost half of the total grant funding at the time, were providing a range of grant activities, and were geographically dispersed. We also interviewed Education officials and experts on teaching and teacher training. In addition, we reviewed relevant literature, regulations, and department documents. We did our work between December 2001 and

[1]In addition to the site visits, we conducted a brief interview with the director of another grant, the Renaissance Partnership for Improving Teacher Quality, which consists of 30 institutions of higher education located in 10 different states.

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October 2002 in accordance with generally accepted government auditing standards.

In summary

Grantees have used their funds for activities they believe will improve teaching in their locality or state. While the law allows many activities to be funded under broad program goals outlined in the legislation, most grantees have focused their efforts on reforming requirements for teachers, providing professional development to current teachers, and recruiting new teachers. Within these general areas, grantees' efforts vary. However, it is too early to determine the grants' effects on the quality of teaching in the classroom.

The information collected as part of the accountability provisions to report on the quality of teacher training programs and the qualifications of current teachers has limitations. The accountability provisions require that all institutions that train teachers who receive federal student financial aid—not just those receiving teacher quality enhancement grants—provide information to their states on their teacher training programs and program graduates. In order to facilitate the collection of this information, the legislation required Education to develop key definitions for terms and uniform reporting methods, including the definitions for the consistent reporting of "pass rates." Education officials told us that they made significant efforts to define these terms so that the terms incorporated the uniqueness of teacher training programs, state reporting procedures, and data availability. In doing so, Education defined some terms broadly. Education officials told us that this gave states and institutions discretion to interpret some terms as they wished—resulting in the collection and reporting of information that was not uniform; making it difficult to assess accountability.

Background

Over $460 million has been approved or awarded or for grants under the 1998 HEA amendments to enhance the quality of teacher training programs and the qualifications of current teachers. Three types of grants were made available—state, partnership, and recruitment grants. State grants are available for states to implement activities to improve teacher quality in the state.[2] The legislation requires that states receive a state

[2]All 50 states, Washington DC and 8 territories—the Commonwealth of Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau—are considered states under the HEA.

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grant only once and that the grants must be competitively awarded. Partnership grants must include at least three partners—teacher training programs, colleges of arts and sciences, and eligible local school districts[3]—to receive partnership grants to improve teacher quality through collaborative activities. Partnerships may also include other groups, such as state educational agencies, businesses and nonprofit educational organizations, as partners. Recruitment grants are available to states or partnerships for activities, such as scholarships, to help recruit teachers.

In addition to the grants, the 1998 HEA amendments include an annual reporting requirement on the quality of teacher training programs and the qualifications of current teachers. This component of the legislation, called the accountability provisions, requires an annual three-stage process to collect and report information in a uniform and comprehensible manner. The legislation requires that Education, in consultation with states and teacher training institutions, develop definitions and uniform reporting methods related to the performance of teacher training programs. In the first stage, nearly every institution that prepares teachers—not just those receiving teacher quality enhancement grants—is required to collect and report specific information to its state, including the pass rate of the institution's "graduates" on state teacher certification examinations. Then, in the second stage, states are required to report to Education the pass rate information institutions reported in the first stage, supplemented with additional statewide information, including a description of state certification examinations and the extent to which teachers in the state are teaching on waivers—teaching without being fully certified. The third and final stage is comprised of a report to the Congress from the Secretary of Education on the quality of teacher training programs and the qualifications of current teachers. The first round of institutional reports were submitted to states in April 2001; subsequently, state reports were submitted to Education in October 2001. Using this information, the Secretary of Education reported to the Congress in June 2002.[4]

[3]School district eligibility is limited to those with (1) a high percentage of students whose families fall below the poverty line and (2) a high percentage of secondary school teachers not teaching in the content area in which the teachers were trained to teach, or a high teacher turnover rate.

[4]U.S. Department of Education, Office of Postsecondary Education, *Meeting the Highly Qualified Teachers Challenge: The Secretary's Annual Report on Teacher Quality*, June 2002.

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How one determines the quality of teacher training programs and the qualifications of current teachers has long been debated. The debate is currently centered on the best way to train teachers: the traditional approach, which typically includes extensive courses in subject matter and pedagogy,[3] or alternative training methods that either 1) accelerate the process of training teachers by reducing courses in pedagogy or 2) allow uncertified teachers to teach while receiving their training at night or on weekends. This debate is further complicated because the requirements for teacher training programs and current teachers varies by state. Every state sets its own requirements for teacher certification, such as which certification examination(s)[4] a teacher candidate must take, what score is considered passing on this examination, and how many hours teacher candidates must spend student teaching—practice teaching during their teacher preparation program—in order to become a fully certified teacher in that state. In this way a teacher who is fully certified in one state may not meet the qualifications for certification in another state. For example, in Virginia and Mississippi, teacher candidates are required to take the same test to be certified to teach high school mathematics. But teacher candidates in Virginia must score 178 (50th percentile of all test takers) to pass the examination, whereas in Mississippi candidates must score 169 (20th percentile).

While the 1998 HEA amendments provided grants and established reporting requirements to improve the quality of teacher training programs and the qualifications of current teachers, it was not until the recent No Child Left Behind Act that the Congress defined a highly qualified teacher.[5] For the purposes of that act, the legislation defines highly qualified teachers as those who have demonstrated knowledge or competence in their subject matter, hold bachelors degrees, and are fully certified to teach in their state.[6]

[3]Pedagogy is defined as the study of teaching methods. Courses on pedagogy include training on how to best instruct students, but may also include course work on classroom management skills—such as how to maintain order in the classroom.

[4]Most states require teachers to take multiple state certification examinations in order to become certified to teach in certain subject areas.

[5]No Child Left Behind Act of 2001, Public Law 107-110 sec. 9101 (23).

[6]Proposed departmental guidance on the definition of highly qualified teachers includes participants in an alternative training method who function as regular classroom teachers and are making satisfactory progress toward full state certification.

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Grantees Used Funds for a Range of Activities, but It Is Not Yet Known if These Activities Will Affect the Quality of Teaching

Grantees used funds for activities they believe will improve teaching in their locality or state, but it is too early to determine the grants' effects on the quality of teaching in the classroom. While the law allows many activities to be funded, our survey and site visits showed that most grantees have focused their efforts on reforming requirements for teachers, providing professional development to current teachers, and recruiting new teachers. Some positive information about the results of these activities has been reported by grantees. For example, recruitment grantees have told us that they have been able to recruit more teachers into their programs since the inception of the grant program.

Grantees Used Funds for a Variety of Activities

The legislation outlines broad program goals for improving the quality of teaching with grant funds, but provides grantees with the flexibility to decide the most suitable approach for improving teaching. Grantees focused on a combination of activities, and in our survey, we found that 86 percent of the respondents were using their grant funds to reform the requirements for teachers, 86 percent were using their grant funds for professional development and support for current teachers, and 72 percent were using their grant funds for recruitment efforts. However, within these general areas, grantees' efforts varied.

Reforming Requirements for Teachers

Most grantees reported using their funds to reform requirements for teachers. Since every state sets its own requirements for teacher certification, such as how many hours a teacher candidate must spend student teaching to become a fully certified teacher in that state, some state grantees reported using their funds to reform the certification requirements for teachers in their state. Grantees also reported using their funds to allow teacher training programs, and colleges of arts and sciences to collaborate with local school districts to reform the requirements for teacher training programs to ensure that teacher candidates are trained appropriately. Some examples of these reforms include:

- Requirements for teacher certification. During our site visits we found that many state grantees are reforming their state certification requirements to ensure that new teachers have the necessary teaching skills and knowledge in the subject areas in which they will teach. For example, Illinois does not currently have a separate middle school (grades 5 through 9) certification. Most middle school teachers in Illinois are instead certified to teach elementary or high school. However, recognizing that this does not adequately address the preparation needs of middle school teachers, state officials intend to use the grant to create a new certification for middle school teachers. This new certification would

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require middle school teachers to demonstrate specialized knowledge of how to best instruct adolescents.

- Requirements for teacher training programs. Many teacher training programs reported that they were reforming the requirements for teacher candidates by revising the required coursework. For example, the grant officials from the Massachusetts Coalition for Teacher Quality and Student Achievement reported that they wanted to provide teacher candidates with exposure to schools earlier than was typical in training programs. To do so, they revised their curriculum so that some of their required teacher preparation courses were set in public schools, giving teacher candidates an opportunity to experience the school environment prior to student teaching. Boston College officials expressed that this strategy would increase the chances that these teachers would be successful.

Professional Development and Support for Current Teachers

Many grantees reported having high teacher turnover and saw a need for providing professional development and other support in order to retain current teachers. The primary goal of professional development activities is to provide training and support for current teachers with the intention of improving their skills and retaining them in the classroom. Grantees supported a variety of activities that provided professional development and support, such as providing coursework towards an advanced degree and assigning mentor teachers to new teachers.

During our site visits, we found that mentoring was the most common professional development activity. Of the 33 grant sites we visited, 23 grants (70 percent) were conducting mentoring activities. Many of the grantees we visited reported that mentoring programs are beneficial to the mentor teacher as well as the new teacher. The mentor can coach the new teacher on how best to instruct students and adjust to his or her job. In return, a mentor teacher may benefit from additional training and compensation. Some grantees used their funds to establish a mentor training program to ensure that mentors had consistent guidance on ways to help new teachers. For example, Rhode Island used its grant funds to allow two experienced teachers to tour the state to provide training to future mentor teachers and help schools set up mentoring programs. Officials in Rhode Island believed this was an effective way to ensure that new teachers receive quality support.

Recruiting New Teachers

Many grantees reported having a teacher shortage in their area and used the grant funds to develop various teacher-recruiting programs. Of the grant sites we visited, most grantees were using their funds to fill teachers shortages in urban schools or to recruit new teachers from non-traditional

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sources—mid-career professionals, community college students, and middle and high school students.

The following are examples of grantees using their funds to fill shortages in urban areas or to recruit new teachers from non-traditional sources:

- Recruiting for urban school districts. Grantees that were experiencing a teacher shortage in their urban schools often provided various incentives for teacher candidates to commit to teaching in urban environments. For example, "Project SITE SUPPORT"[3] housed at the Johns Hopkins University recruits teacher candidates with an undergraduate degree to teach in a local school district with a critical need for teachers while, at the same time, earning their masters in education. The program offers tuition assistance and in some cases, the district pays a full teacher salary. As part of the terms of the stipend, teachers are required to continue teaching in the local school district for 3 years after completing the program. Grant officials told us that this program prepares teacher candidates for teaching in an urban environment and makes it more likely that they will remain in the profession.

- Recruiting mid-career professionals. Many grantees targeted mid-career professionals by offering an accelerated teacher training program. For example, the Teacher Recruitment and Induction Project at Southwest Texas State University offered scholarships to mid-career professionals to offset the cost of classes required for teacher certification. The scholarships paid for a 1-year, full time program that results in a teaching certificates and 18 hours of graduate level credits for teacher candidates. Grantee officials told us that because the grant covers the Austin, Texas area—an area with many technology organizations—they have been able to recruit highly skilled individuals who can offer a variety of real-life applications to many of the classes they teach.

- Recruiting from community colleges. Some grantees have used their funds to recruit teacher candidates at community colleges. For example, National Louis University, one of the largest teacher training institutions in Illinois, has partnered with six community colleges around the state of Illinois so that the community colleges can offer training that was not previously available. The grant pays for a University faculty member to teach on each of the community college campuses. This program allows

[3]The acronym SITE SUPPORT stands for "School Immersion Teacher Education and School University Partnership to Prepare Outstanding and Responsive Teachers."

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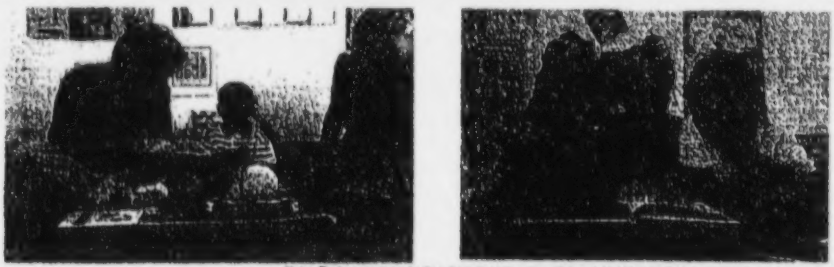
community colleges in smaller, rural communities to provide teacher training without teacher candidates incurring the cost of attending National Louis University—a large private university. The grant program official told us that school districts in these areas will have a greater chance of recruiting new teachers trained at one of these community colleges because they were most likely to be from that community.

- Recruiting middle and high school students. Other grantees target middle and high school students. For example, the Los Angeles Unified School District develops programs to attract high school students to the field of teaching. The majority of its grant resources has been used to fund a paid 6-week high school internship for students to work in the classroom with a teacher.[9] The high school intern spends most days with a teacher in the classroom. The intern's activities could include helping the teacher correct papers and plan activities. Once a week, interns have a class with a grant-funded teacher on curriculum and lesson planning. The grant official told us that the internship introduces younger people to teaching as a profession and, therefore, may increase the chances that they will become teachers in the future.

Figure 1: Recruitment Efforts to Attract Young People to the Field of Teaching.



Note: Early exposure to the classroom is a recruitment strategy used by several grantees to introduce teaching as a profession.

Source: Archives from the U.S. Department of Education.

[9]The Los Angeles Unified School District operates on a year-round basis, with staggered vacation schedules for students. Internships occur during scheduled student vacations, allowing some students to participate as interns during their vacation in other schools that are in session.

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It Is Too Early to Determine Grants' Effect on the Quality of Teaching in the Classroom

While grantees are using their funds on a number of activities, it is too early to know whether these activities will affect the quality of teaching in the classroom. Based on our survey, grantees reported that some of the activities are having positive effects and that their grant allowed them to support activities that would not have been possible without grant funds. For example, some grantees have been able to report on the number of teacher candidates served through their grant programs. Many grantees also reported that the partnerships and alliances formed through the grant program have had and will continue to have positive effects on their ability to address the quality of teaching in the classroom.

While the reported positive activities are encouraging, it is too early to know how or if they will translate into high quality teaching in the classroom. Many grantees we visited have not collected the types of data, such as student achievement scores, needed to show the impact of these activities on student learning. Those that have attempted to collect these data needed to judge results are not yet in a position to report their findings because these types of data require time to collect, and the grant program is relatively new. Because these activities address the quality of teaching, it will take time to see the effects on student achievement.

Information Collected to Assess the Quality of Teacher Training Programs and the Qualifications of Teachers has Limitations

The information collected as part of the accountability provisions to report on the quality of teacher training programs and the qualifications of current teachers has limitations. The accountability provisions require that all institutions that train teachers who receive federal student financial aid—not just those receiving grants—provide information to their states on their teacher training programs and program graduates.[11] In order to facilitate the collection of this information, the legislation required Education to develop key definitions for terms and uniform reporting methods, including the definitions for the consistent reporting of pass rates. Education officials told us that they made significant efforts to define these terms so that the terms incorporated the uniqueness of teacher training programs, state reporting procedures, and data availability. In doing so, Education defined some terms broadly. Education officials told us that this gave states and institutions discretion to interpret some terms as they wished—resulting in the collection and

[11]Institutions are required to report to their states on the following: (1) pass rates, (2) program information—number of students in the program, average number of hours of supervised practice teaching required for those in the program, and the faculty-student ratio in supervised practice teaching, and (3) a statement of whether the institution's program is accredited by the state.

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reporting of information that was not uniform, making it difficult to assess accountability.

The accountability provisions required states and institutions to report information, such as the percentage of an institution's graduates who pass the state certification examination, also known as the pass rate. In order to gather information on the pass rate, Education first needed to define graduate. Education officials told us that in many teacher training programs, candidates do not graduate with a degree in teacher training, but rather receive a certificate. Therefore Education did not define graduate but rather created the term "program completer" to encompass all teacher training candidates. The table below explains our analysis of the information the legislation required to be collected, the way that Education defined selected terms to collect the information, and the reporting implications of Education's definitions.

Definitions for Collection of Accountability Provision Information

Term	Legislative Requirements	Education's Definition	Reporting Implications
Graduate	To identify the percentage of all graduates at a teacher training institution who successfully passed the state certification examination(s).	Education did not define the term graduate, but rather used the term "program completer" and defined it as someone who has met the requirements of a state approved teacher-training program.	Some institutions only reported candidates who completed all course work and passed the state certification examination. In calculating the pass rate, these institutions did not include those students who passed the course work but failed the examination. As a result institutions reported a 100% pass rate, which is not informative to the Congress or the public on the quality of the teacher training programs at those institutions.
Waiver	To identify the number of teachers who are teaching without state certification, including those on temporary or emergency permits, those pursuing an alternative route to certification or those teaching as long-term substitutes.	Any temporary or emergency permit, license or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license (as defined by the state) from that state or any other state.	Some states defined an initial certificate or license so broadly that it allowed them to report few or no teachers as teaching on waivers.
Alternative route to certification or licensure	To identify a route to certification that is not a regular teacher training program.	As defined by the state.	Some states defined alternative route so narrowly, which allowed them to report that few teachers had taken an alternative route to certification.

Source: GAO Analysis of legislation, Department regulations, and state Title II reports.

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Thus, using definitions provided by Education, states and institutions could report information that made their programs seem more successful than they might have been. Institutions could inflate their pass rate by reporting only on those teacher candidates who completed all coursework and passed the state teacher certification examination without including any information on teacher candidates who completed all coursework but failed the examination—thus ensuring a 100-percent pass rate. During our review, we found that a few states and many institutions are inflating their pass rates to 100-percent. For instance, we found that in at least three state reports to Education, every institution reported 100-percent pass rates. Those institutions included in their calculations only those teacher candidates they determined to be program completers—those who passed the state certification examination and met the state's other requirements—excluding those who failed the examination. While requiring teacher candidates to pass the state certification examination as part of a teacher training program is not, in and of itself a problem, reporting on only those candidates who pass the test does not provide the basis to assess the quality of teacher training programs and the qualifications of current teachers.

In other instances, Education allowed states to define some terms from the legislation in a way that was applicable to their state because of the variability in how states defined and collected information on some terms. This allowed states to define some terms so that they could cast the quality of their teacher training programs and the qualifications of their current teachers in the most positive light. For example, the accountability provisions required that states report on the number of teachers on waivers. Because Education allowed each state to define initial certificate or license for itself, each state reported different information in its waiver count. Figure 2 presents information from three neighboring states—Maryland, Virginia, and Washington, D.C.—with different definitions of certification leading to variations in who was included in their waiver count. The degree of this variation from state to state is unknown. Thus, the data collected for the Congress does not present an accurate account of teachers who are not fully certified.

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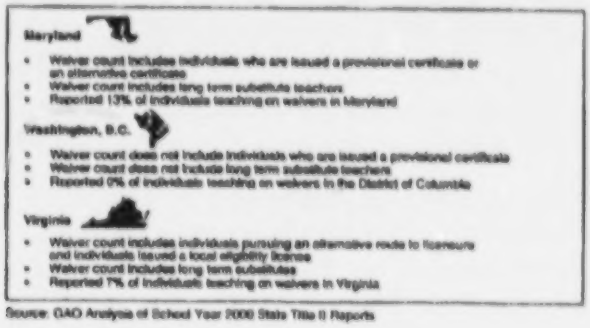
Figure 2: Criteria for Waiver Calculations Varies among Three Neighboring States


Maryland
• Waiver count includes individuals who are issued a provisional certificate or an alternative certificate
• Waiver count includes long term substitute teachers
• Reported 13% of individuals teaching on waivers in Maryland
Washington, D.C.
• Waiver count does not include individuals who are issued a provisional certificate
• Waiver count does not include long term substitute teachers
• Reported 0% of individuals teaching on waivers in the District of Columbia
Virginia
• Waiver count includes individuals pursuing an alternative route to licensure and individuals issued a local eligibility license
• Waiver count includes long term substitutes
• Reported 7% of individuals teaching on waivers in Virginia

Source: GAO Analysis of School Year 2000 State Title II Reports

In closing, Mr. Chairman, our nation's teachers are inextricably linked to student achievement. This bond highlights the importance of teacher preparation programs. During our review, we saw many examples of how grant funds are being used to either recruit and prepare new teachers, or develop and retain current teachers. However, due to the lack of clearly defined terms by the Department, the information Education collected and reported to the Congress under the accountability provisions provided does not portray the quality of teacher training programs and the qualifications of current teachers. At the request of the full Committee and the Senate Committee on Health, Education, Labor, and Pensions, we will continue our study of these issues and issue a report in December.

Mr. Chairman, this concludes my testimony. I will be happy to respond to any questions you or other members of the Committee may have.

Contacts and Acknowledgments

For further information, please contact Cornelia M. Ashby at (202) 512-8403. Individuals making key contributions to this testimony include Kelsey Bright, Sonya Harmeyer, Tamara Harris, and Anjali Tekchandani.

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APPENDIX D – WRITTEN STATEMENT OF KURT M. LANDGRAF, PRESIDENT AND CHIEF EXECUTIVE OFFICER, EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY

Testimony

of

Kurt M. Landgraf
President and Chief Executive Officer
Educational Testing Service

on

Teacher Preparation and Accountability

at a hearing before the

Twenty-first Century Competitiveness Subcommittee,
House Education and the Workforce Committee

on

"Training Tomorrow's Teachers –
Providing a Quality Postsecondary Education"

presented on

Wednesday, October 9, 2002

Educational Testing Service • Princeton, New Jersey 08541

Good afternoon, Chairman McKeon and Members of the Subcommittee. I am Kurt Landgraf, President and Chief Executive Officer of the Educational Testing Service. ETS is the world's largest private educational testing and measurement organization and a leader in education research. The company is dedicated to serving the needs of individuals, educational institutions, and government bodies in almost 200 countries. ETS develops and administers more than 12 million tests worldwide and operates two wholly-owned subsidiaries. The Chauncey Group International is the leading provider of certification and licensing examinations for professionals, business, and government, and ETS Technologies, Inc. identifies, develops, and deploys innovative technologies in support of online learning and assessment applications.

Our mission is not just to develop fair and valid tests, but "*to promote learning and performance, and support education and professional development for all people worldwide.*" ETS plays a vital role in increasing the quality of teaching by developing professional development tools and materials for teachers and other educators. These tools can transform assessments into a meaningful part of informed instruction, which helps improve student learning. We have also done pioneering work in developing assessments to certify accomplished teaching.

Mr. Chairman, the quality of teaching determines the quality of education. Most public opinion research, including the ETS sponsored Hart/Teeter survey, *A National Priority: Americans Speak on Teacher Quality*, conducted earlier this year, shows that American's support education reform and improving the quality of teaching. Americans view improving the nation's schools and improving teacher quality as synonymous concepts. According to the Hart/Teeter survey, 93 percent of respondents favor testing teachers on knowledge of subject and teaching skills.

Ninety-one percent favor more continuing training programs for teachers and 83 percent favor raising teacher' salaries even if it means raising taxes. The preparation of teachers and retention of teachers in the workforce is crucial to achieving education reform and improving the performance of our students.

My testimony addresses teacher preparation and accountability and specifically, a reporting service that ETS operates for those who use our Praxis Assessments for purposes of teacher licensure. We developed the service to help our institutional and state Praxis clients comply with the legislation that this Committee proposed in 1998 when it last reauthorized the Higher Education Act. The ETS Title II Reporting Service addresses the requirements of Title II, Section 207 of that Act concerning *Accountability for Programs that Prepare Teachers*. ETS is one of two organizations currently operating a service in compliance with Title II. I would also like to share some recommendations for enhancing teacher preparation and the quality of the nation's teaching force.

In brief, Title II created a three-tiered, annual reporting requirement on the quality of teacher preparation for institutions, states, and the U.S. Secretary of Education:

(i) Teacher preparation institutions must report to states: their pass rates for program completers on each licensure exam, the number of students in each program, the average number of required hours of supervised practice teaching, the faculty, student ratio in supervised teaching, the status of the program's approval by the state, and whether the program has been designated as low-performing.

(ii) States must specify to the Secretary their teacher certification assessments, requirements for licensure, the extent of alignment of requirements with student standards and assessments, the passing score on each assessment, the pass rate on each assessment (disaggregated and ranked by teacher preparation program), the extent of state waiving of licensure requirements by high- and low-poverty school districts and across subject areas, the state's alternative routes to licensure and the pass rates of such applicants, criteria for assessing teacher preparation program performance, and requirements for subject matter assessment of teachers.

(iii) The Secretary must report to Congress on all of the state information, comparing states' efforts to improve teaching quality, including the national mean and median scores on licensure exams.

ETS's reporting service is focused on one key aspect of the law's requirements: pass rates on teacher licensure exams. Even before the law became effective in the fall of 1998, ETS's Teaching & Learning Division had launched an effort to help our Praxis clients understand and comply with the forthcoming requirements. Our representatives served on a Consultative Committee organized by the National Center for Education Statistics and charged with defining key terms and uniform reporting methods. Soon thereafter, we hired an experienced state teacher licensure staff member to create and direct a new *ETS Title II Reporting Service*. Before describing the reporting system, I would like to share information on teacher licensure assessments in general and the Praxis Series in particular.

Teacher Licensing Assessments

As noted in the National Research Council's Committee on Assessment and Teacher Quality report on *Testing Teacher Candidates: The Role of Licensure Tests in Improving Teacher Quality* released in March 2000, the purpose of licensure is "to protect the public from harm by setting minimum qualifications for beginning practitioners." To license teachers, states gather various types of evidence indicating that candidates possess such qualifications, including coursework in state-approved teacher education programs, a major or minor in the intended teaching field, student-teaching experience, as well as scores on teacher licensure examinations.

States vary considerably in what they test, how they test it, and the level of performance they require for passing. States use varying combinations of examinations that assess basic skills, subject-area knowledge and pedagogy. Test formats also vary. Some exams rely on multiple-choice items; others use open-ended questions or a combination of these or other formats. States set passing scores on each of the assessments they require for licensure separately and based on a variety of factors. Decisions as to where to set the passing scores are made by subject matter panels of teacher practitioners. ETS facilitates each client state's process of establishing passing scores on the tests. In a recent year, the state of Ohio required 31 different assessments, and Indiana required 36 assessments, each with its own state-established qualifying score. Some examinees seek licensure in a state other than the one in which they received their teacher preparation. Such a "receiving" state is likely to have different qualifying scores for teacher licensure on one or more of its tests from those of the "sending" state. It is apparent that, in the

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absence of uniform qualifying scores across states, the impact of a requirement for a specified pass rate on a state's teacher licensing exam would differ across states.

ETS is one of two companies that provide assessments to help states certify prospective teachers in the United States, and the only one that offers such assessments nationally. Thirty-seven states and three jurisdictions currently use one or more of our 140+ Praxis assessments for teacher licensure. (See Appendix A for list of Praxis client states). According to the independent National Research Council, the Praxis tests were the only ones to meet the rigorous criteria for technical quality. Assessments produced by National Evaluation Systems were not backed up by the necessary scientific evidence to be so designated. All but three states (Alabama, South Dakota, and Wyoming) require tests for teacher licensure.

The Praxis Series™

The Praxis Series of assessments for beginning teachers includes three types of assessments:

Praxis I: Academic Skills Assessments. These Reading, Math, and Writing assessments test the basic skills that have been identified as essential for beginning teachers. They are typically taken by students whose institutions require Praxis I scores for entry into their programs, as well as by applicants for licensure, when required by their state or jurisdiction. The tests are available in both pencil-and-paper and computer-based formats.

Praxis II: Subject Assessments. These nearly 140 tests in more than 50 areas measure knowledge of specific academic subjects or fields and are designed to evaluate the knowledge and skills prospective teachers acquire in their academic preparation. The tests are taken for licensure to teach in a particular content area. Praxis II tests also include the three Principles of Learning and Teaching Tests (Grades K-6, Grades 5-9, and Grades 7-12), which assess a preservice, beginning, or provisional teacher's knowledge of a variety of job-related criteria.

Praxis III: Classroom Performance Assessments. These assessments combine in-class observation of teaching performance with written documentation and pre- and post-observation interviews. Trained assessors contribute to state licensing decisions through the use of a common evaluation framework. Praxis III is currently being pilot-tested in Arkansas and Ohio.

Praxis Scores

ETS provides Praxis scores to three entities: the responsible state agency, the institution the teacher licensure candidate is attending, and the individual examinee. Praxis scores are reported in accordance with sound professional practice, as expressed in the standards of the profession, ETS standards, and the guidelines of the Praxis program.

The ETS Title II Reporting Service

Overview

The *ETS Title II Reporting Service* is a complex and highly sophisticated system that provides institutions and states the Praxis pass rate data they need to meet Title II requirements. I am pleased to report to you today that the *Reporting Service* is running smoothly and efficiently, and our users tell us that it is working very well.

ETS designed its *Reporting Service* for receiving data, calculating the pass rates, and reporting them to institutions and states after a model suggested in an April 2000 "*Reference and Reporting Guide*," provided by the U.S. Department of Education . This system is illustrated in its most simplified form by the graphic in Appendix B. The *Guide* also provided key definitions of terms, perhaps the most critical one being that of "*Program Completer*," which refers to each person for whom a pass rate will be calculated. Such a person is defined as having met all educational requirements of a state-approved teacher preparation program and is so documented by virtue of having a degree, certificate, credential, transcript, or other written proof.

Some teacher education colleges have recently instituted policies requiring students to achieve the passing score on the state teacher licensing test as a requirement for entering a teacher education program or as a requirement for graduating from such a program. In such cases, the teacher education college would be reporting a 100 percent pass rate. These practices make it

clear that Title II has had an impact on the policies and practices of some teacher education programs. The Congress needs to examine these initiatives and evaluate their impact.

The *ETS Title II Reporting Service* is designed to accurately calculate passing rates based on the information provided by the state agency and program completers provided by the teacher preparation program. We have developed an efficient system for data entry that offers institutions the option of either ASCII file or Web site entry of the names and ID information for each of their program completers. The system automatically rejects a duplicate entry. ETS operates under a "100 Percent Quality Control (QC) Policy" – we verify the data for every institution in the 23 states that currently use our reporting service (See Appendix C). After providing ample time for careful data verification, ETS then matches the names and IDs of those program completers with Praxis test-taker records. To resolve any discrepancies, ETS actively engages in several forms of communication (e-mail, phone, regular mail) with institutional personnel. The system just described sounds deceivingly simple but is actually very complex. At the same time, it is flexible and customized to each state's widely different teacher licensure requirements and passing scores.

Pass Rates Calculated

ETS calculates several types of pass rates, as required by the U.S. Department of Education:

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1. Institutions must annually report to their states the pass rates for completers of regular teacher preparation programs (i.e., programs not designated by their state as "alternative routes.")

2. States must annually report:
    a. Institutional pass rates for regular institutional teacher preparation programs
    b. Statewide pass rates for regular institutional teacher preparation programs
    c. Pass rates for regular non-institutional programs
    d. Pass rates for alternative routes, if any, as defined by the state

3. Both institutions and states must report three kinds of pass rates:

    a. *A single assessment pass rate* – the proportion of completers who passed the assessment, among all who took the assessment

    b. *Aggregate pass rates* – the proportion of completers who passed all the tests they took in each of the following areas, among all completers who took one or more tests:

        i. Basic skills
        ii. Professional knowledge and pedagogy
        iii. Academic content (e.g., math, social studies, science, the arts)
        iv. Teaching special populations (e.g., special education, English as a Second Language

v. Other content areas (e.g., agriculture, marketing, computer science)

vi. Performance assessments

c. *Summary pass rates* – the proportion of completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization area. (Summary pass rates are based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state.)

Volumes, Costs, and Fees

ETS is now in our third year of producing these data, having processed records and calculated pass rates for nearly 60,400 program completers in 1999-2000 and for about 54,350 in 2000-2001, as well as having generated the aggregate and summary pass rates for 501 institutions and the pass rates for 23 states (this figure includes the Virgin Islands).

Costs incurred by ETS in connection with the *Reporting Service* include: two representatives serving on the Consultative Committee, developmental costs (including the Web application for data entry and review of institutions' program completer information, a database of individual state teacher licensure requirements with test codes and passing scores, and systems for calculating and reporting single assessment and summative pass rates for each institution of higher education within each of the 23 participating states, as well as statewide pass rates), and

ongoing operating costs, including two full-time staff. We estimate the upfront and developmental costs at approximately $1.4 million and the annual on-going operational costs at approximately $350,000.

ETS charges each institution with 10 or more program completers a fee of $500 per year for the Reporting Service. For those with less than 10 completers, for whom single pass rates are not calculated, the fee is $250. This fee includes the cost of generating the three-year follow-up report. The Praxis program has not raised the price to test-takers of its assessments to accommodate the cost of providing the reporting service.

Recommendations for Improving the Title II Reporting System

- Title II should be redirected to focus on improving teacher education programs so as to enhance the quality of their graduates. It is not clear that pass rate-based standards lead to improvement of teacher education programs or to the quality of their graduates.
  We should enhance the utility and comparability of Title II data so that teacher education programs, states, and policymakers can use the data to support meaningful decision-making about teacher quality.

- Strengthen the definition of "program completer" by collecting annual identification information on the individuals admitted to each institution's teacher preparation program, as well as on those who completed the program.

- Collect information and calculate pass rates not only on institutions' teacher preparation program completers but on any student from an institution, regardless of the program being pursued, who took teacher licensing assessments.

- Consider establishing a uniform reporting system to enhance utility and comparability of Title II data. At present two testing organizations and a number of states report data from different licensing tests with different passing scores. This system does not promote comparability of the data.

Recommendations for enhancing the teaching profession

Teachers hold the key to education reform. We need to attract more people into the teaching profession and most importantly, we need to **retain** teachers in the profession. If we want better teachers, we have to treat our teachers better. Testing is an important part of the teacher accountability process but it should not be the sole criterion for making decisions about teacher education programs or teacher quality. We should:

- Use multiple measures in judging the quality of teacher preparation programs. Interested parties need to come together and decide what these measures should be. As mentioned earlier, the National Research Council's report on Testing Teacher Candidates recommended against using pass rates on teacher licensing tests as the sole basis for

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determining the performance of teacher education programs and recommended the use of multiple measures including assessment data for students in relation to course and program benchmarks, employer evaluations, and district or state evaluations of beginning teachers. Further examination of the role of teacher preparation in relation to student achievement might be undertaken as well.

- Encourage all states to establish induction programs for beginning teachers which provide them with professional development and support during the crucial first years of teaching. A number of states including California have implemented programs to support beginning teachers. The California Formative Assessment and Support System for Teachers (CFASST) is an assessment process designed to help beginning teachers grow in their profession. This program supports beginning teachers in their development through a dynamic, ongoing process: planning and teaching lessons, reflecting on the results, and then making informed instructional changes.

- Recognize that content knowledge and teaching skills are both important and key to effective teaching. We should connect teacher professional development with teacher preparation standards, student standards, curriculum and assessments to achieve an aligned system of preparing and supporting new and in-service teachers.

- Undertake a study to examine projected teacher shortages, teacher mobility patterns and potential solutions to such supply and demand issues, including common professional teaching standards, enhanced license reciprocity and pension portability.

- Implement policies to expand and support initiatives that encourage and support high quality instruction. The National Board for Professional Teaching Standards, for example, has created portfolio-based assessments that provide transportable certification— a concept long associated with other professions.

The challenge before us is critical. Success in raising student achievement and closing the achievement gap rests in large part on the quality of our teaching force. We need to muster the political and public will to make much-needed improvements in the preparation of teachers in order to attract and retain highly qualified individuals in this important profession.

APPENDIX A

PRAXIS CLIENT STATES

Alaska
Arkansas
* California
Connecticut
Delaware
Georgia
Hawaii
Idaho
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Minnesota
Mississippi
Missouri
Montana
Nebraska
New Hampshire
New Jersey
Nevada
North Carolina
North Dakota
Ohio
** Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Utah
Virginia
Vermont
* Washington
West Virginia
Wisconsin
TOTAL 38
District of Columbia
Guam
Virgin Islands
GRAND TOTAL 41

* State uses more than one testing vendor
** Not used for licensure

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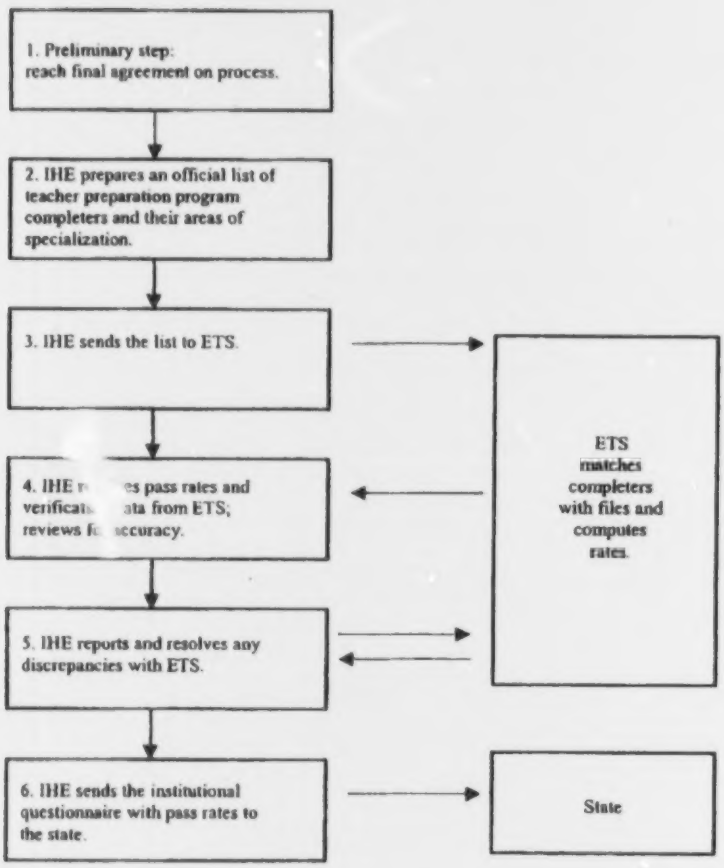
APPENDIX B

Annual Institutional Report to the State


1. Preliminary step:
reach final agreement on process.
2. IHE prepares an official list of teacher preparation program completers and their areas of specialization.
3. IHE sends the list to ETS.
4. IHE r es pass rates and verificat ata from ETS; reviews f ccuracy.
5. IHE reports and resolves any discrepancies with ETS.
6. IHE sends the institutional questionnaire with pass rates to the state.
ETS matches completers with files and computes rates.
State

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APPENDIX C

ETS TITLE II
REPORTING STATES

Alaska
Arkansas
Connecticut
Delaware
District of Columbia
Hawaii
Indiana
Kansas
Kentucky
Louisiana
Maine
Maryland
Minnesota
Mississippi
Montana
New Hampshire
New Jersey
Nevada
Ohio
Pennsylvania
Rhode Island
Virginia
Virgin Islands
GRAND TOTAL 23

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Committee on Education and the Workforce

Witness Disclosure Requirement – "Truth in Testimony"
Required by House Rule XI, Clause 2(g)

Your Name: Kurt M. Landgraf		
1. Will you be representing a federal, State, or local government entity? (If the answer is yes please contact the committee).	Yes	No X
2. Please list any federal grants or contracts (including subgrants or subcontracts) which you have received since October 1, 1999: none		
3. Will you be representing an entity other than a government entity?	Yes X	No
4. Other than yourself, please list what entity or entities you will be representing: Educational Testing Service ETS Technologies Chauncey Group International		
5. Please list any offices or elected positions held and/or briefly describe your representational capacity with each of the entities you listed in response to question 4: Educational Testing Service: President & CEO ETS Subsidiaries: ETS Technologies: Chairman of the Board Chauncey Group International: Chairman of the Board		
6. Please list any federal grants or contracts (including subgrants or subcontracts) received by the entities you listed in response to question 4 since October 1, 1999, including the source and amount of each grant or contract: See Attachment A		
7. Are there parent organizations, subsidiaries, or partnerships to the entities you disclosed in response to question number 4 that you will not be representing? If so, please list:	Yes	No X

Signature: _____ Date: Oct 4, 2002

Please attach this sheet to your written testimony.

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Educational Testing Service

Federal Prime Sub Awards Since 10/1/96

Client (if sub, federal agency is in brackets)	Prime Award No.	Start Date	End Date	Funds Available
Harvard University (USED)	R309B96002	01-AUG-2000	31-JUL-2001	45,258
Harvard University (USED)	R309B96002	08-JAN-2001	31-JUL-2002	139,164
Westat, AIR [USED]	Unknown (ETS 3rd tier)	16-Apr-01	30-Jun-01	105,541
Westat[USED]	ED-99-CO-0089	7-Aug-01	31-Dec-03	300,000
American Institutes for Research (USED/NAGB)	RJ97153001	11-FEB-1998	22-DEC-2000	136,011
U.S. Department of Education	R999G60001/R902F950001	01-OCT-1995	01-JUL-2002	71,970,526
U.S. Department of Education	R902K000001	05-SEP-2000	30-SEP-2003	2,309,532
U.S. Department of Education	R902F980001	01-SEP-1998	31-JUL-2003	67,732,746
University of South Carolina (USED)	P116B010093	01-OCT-2001	30-SEP-2002	112,500
National Board for Professional Teaching Standards (USED)	Unknown	01-FEB-1996	31-MAR-2001	Portion Unspecified
Department of Defense Education Activity	MDA-01-D-009	01-NOV-2001	31-JUL-2002	535,739
West Windsor/Plainsboro School District [NSF]	Evaluation of E=MC2	1-Jul-98	31-DEC-2001	166252
U.S. Department of Education	S283A50007 S283A950007	01-OCT-1995	30-SEP-2003	14,646,490
University of Pittsburgh/UCLA [USED]	R305B60002	04-FEB-1999	04-FEB-2001	77,094
Polaris Joint Vocational School District (USED)	R303A980063	1-Oct-00	30-Sep-01	148,198
Polaris Joint Vocational School District (Source agency: USED)	R303A980063	1-Oct-99	30-SEP-2000	140,045
Temple University (NSF)	DUE-9951416	01-JUL-1999	30-JUN-2002	3,079
National Science Foundation	ESI-0083276	02-APR-2000	31-JUL-2002	100,000
University of California at Los Angeles (USED)	R305B960002	05-FEB-1999	04-FEB-2001	281,043
Westat (USED)	RN97011001	03-SEP-1997	02-SEP-2001	922,276
Westat (USED)	ED-01-CO-0100	15-Aug-01	15-Jan-04	175,000
U.S. Department of Education	R902B990002	01-MAY-1999	31-OCT-2000	88,421
University of Southern California [USED]	R902B990007	01-JUL-1999	31-OCT-2000	8,200
Boston [USED]	ED-99-CO-0100	1-Feb-00	30-Jun-01	169,813
U.S. Department of Education	R902B020004	01-JUN-2002	31-MAY-2003	99,148
PricewaterhouseCoopers [Army]	DASW01-01-D-0003	15-Mar-01	31-Dec-02	11,000
Mathematica (US Dept of Labor)	K55475008030	30-JUN-1995	30-JUN-2001	45,722
Research Triangle Institute [USED]	ED-00-CO-0025	14-Apr-00	13-Apr-05	150,000
National Science Foundation	ESI-9731282	01-MAY-1998	30-APR-2002	1,742,334
U.S. Department of Education	R 902B990016	01-MAY-1999	31-DEC-2000	96,167
National Science Foundation	REC-0089247	01-SEP-2000	31-AUG-2001	106,411
SRI International (NSF)	Subcontract #51-000169	15-JAN-2001	30-SEP-2001	47,737
SRI [NSF]	EIA-0124012	28-May-02	31-Mar-03	10,000
University of Pittsburgh/UCLA [USED]	R305B60002-10	5-Feb-01	4-Feb-02	26,817
U.S. Department of Education	R902B020017	01-MAY-2002	32-OCT-2003	94,980
U.S. Department of Education	R902B010010	01-JUN-2001	01-DEC-2002	96,535
Urban Institute [USED]	R-305T000143	1-Jul-00	30-Jun-03	144,813
Stevens Institute of Technology (USED)	R215U70021	01-OCT-1997	28-FEB-2001	62,432
U.S. Department of Education	ED-02-PO-1351	01-MAR-2002	30-JUN-2003	69,169
U.S. Department of Education	ED-02-CO-0023	17-sep-2002	16-SEP-2007	6,200,000

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Chauncey Group International

Federal Primes Subs Since 10/99

Client Name	Contract #	Contract Term	Contract Value
FISC Norfolk Detachment - Philadelphia	N00140-98-C-H162	Oct 97 – Sept 01	*$1,103,113 Base Year (Oct 97-Sept 98)* *$866,388 Option Year 1 (Oct 98-Sept 99)* *$1,105,184 Option Year 2 (Oct 99-Sept 00)* *$1,172,556 Option Year 3 (Oct 00- Sept 01)* Total $4,247,241
FISC Norfolk Detachment - Philadelphia	N00140-02-D-H002	Oct 01- Sept 03	$5,315,591
US Postal Service	102592-00-B-2502	Nov 00 – Mar 01	$110,000
Bureau of Alcohol, Tobacco & Firearms	AT0201690	July 02 – Oct 02	$24,700
Office of Personnel Management	99-BK905091BPA00763	Aug 99 – Mar 00	$83,050
Social Security Administration	0440-00-50387	Sept 00 – Jan 01	$25,010
Western Hemisphere Institute of Security Cooperation (WHINSEC) [Army]	Letter Agreement	May 02 – Aug 02	$25,000
US Air Force	GS10F0082J	Jan 02 – Sept 02	$94,000

Prepared 10/7/02
ETS Govt Contracts 10-02

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ETS Technologies

Federal Prime Sub Awards since 10/1/99

Client (If sub, federal agency is in brackets)	Prime Award No.	Start Date	End Date	Funds Available
PricewaterhouseCoopers [Army]	DASW01-01-D-0003	12-Mar-01	31-Dec-02	11,000

APPENDIX E -- WRITTEN STATEMENT OF WENDELL CAVE, DIRECTOR OF TESTING, RESEARCH AND INTERNSHIP, EDUCATION PROFESSIONAL STANDARDS BOARD, FRANKFORT, KENTUCKY

Testimony to the Subcommittee On 21st Century Competitiveness

Submitted by the Kentucky Education Professional Standards Board

Wendell Cave

Introduction

Kentucky's Education Professional Standards Board (EPSB) is delighted to have the opportunity to provide input regarding the reporting requirements of Title II of the Higher Education Act. The EPSB is an independent state agency charged with establishing standards of performance both for preparation programs and practitioners; accrediting educator preparation programs at colleges, universities, local school districts, and with private contractors; selecting assessments for teachers and administrators; overseeing one-year internship programs for new teachers and new principals; and issuing, renewing, suspending, and revoking certificates for professional school personnel.

The EPSB, appointed by the Governor, comprises nine teachers, two school administrators, one representative of local school boards, three representatives of higher education and two *ex officio* members – the Commissioner of Education and the President of the Council on Postsecondary Education.

While the reporting requirements of Title II of the Higher Education Act require a significant investment of time and monies, the legislation came with no funding. This lack of funding has been particularly burdensome for states like Kentucky that have independent standards boards, relatively small budgets, and minimal, if any, federal funding. With that said, I will now focus my testimony on several positive outcomes of the reporting requirements that more than offset Kentucky's investment in the process.

Increased Media Coverage

Kentucky's print and electronic media have become extremely interested in the quality of the teaching force. The major newspaper and television outlets have featured pass rate data by institution each year of the Title II Report. This expanded media coverage has provided an impetus for our teacher education institutions to implement initiatives designed to improve pass-rates. Our colleges of education tell us that cooperation and coordination with their colleges of arts and sciences is now being seen as something that must be done to improve test scores. Prior to the scores being reported by the media, many colleges of arts and sciences did not see themselves as integral players in the teacher preparation program.

An invitational workshop the EPSB conducted this summer to discuss curriculum alignment for courses taken by students in teacher preparation programs drew representatives from both arts and sciences and education faculties from the majority of Kentucky's teacher education institutions. Recent statewide newspaper coverage showing a teacher education institution with a pass rate on a PRAXIS II biology test near the bottom for all institutions in the state got the attention of the arts and science college as well as the academic dean. The arts and

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science faculty are realizing that not only are they an integral part of the teacher preparation program, but that they also have prestige to gain or lose from test scores reported in the media. The media's coverage of pass rates may even have contributed to the change in leadership at this institution.

Educator Preparation and Accountability

Low pass rates in specific programs (certification specialty areas) led the EPSB to implement an emergency program review procedure for programs in which the quality of teacher preparation is jeopardized as evidenced by failing scores on the certification assessments. Phase One of the review process requires institutions with programs having pass rates below 70 percent to file a written plan for addressing 15 specific questions related to program improvement. Phase Two of the review process requires an on-site team review and verification of the written response for institutions with programs having pass rates below 50 percent. The 2000-20001 Title II Report triggered Phase One emergency reviews of programs at three teacher education institutions, and Phase Two reviews at two institutions. The EPSB has directed both Phase Two institutions to raise their pass rates to at least 50 percent on the third Title II Report or the programs will no longer be allowed to exist. Pass rates are expected to be at or above 70 percent on the fourth Title II Report.

The Title II Report influenced, in no small way, the EPSB's decision to create the Kentucky Educator Preparation Program (KEPP) Report Card. This on-line report card is designed to give the public information about the quality of Kentucky's educator preparation programs. Now in its second year, the report card includes pass rates on PRAXIS II tests for every preparation program, as well as aggregate results for each institution and the state. It also includes pass rates for the Kentucky Teacher/Principal Internship Programs for each institution and the state, and the results of surveys of new teachers, student teachers, and their supervisors regarding their perceptions of the quality of preparation at their respective teacher preparation institutions. Finally, the 2003 KEPP Report Card is slated to contain a Quality Performance Index (QPI) for each educator preparation institution. The QPI will include the aforementioned data with significant weight given to PRAXIS II pass rates, and will have potential accreditation ramifications. An institution for which the QPI falls below an established cut score may face being placed on probation and eventually lose its accreditation.

Certification and Technology

The EPSB, in collaboration with the Kentucky Department of Education and the Kentucky Council on Postsecondary Education, is in the final stages of implementing a new statewide enterprise database and portal project that permits data collection and sharing across the entire P-16 education spectrum. When the system becomes fully operational, the EPSB will have instant access to clean admissions and exit data for all its educator preparation institutions. It will be able to follow specific teacher/administrator candidates from program admission through program exit, and throughout their education careers if they are employed in Kentucky. The Title II Report has made the EPSB more mindful of its duty to look internally for data analysis and reporting, and has contributed significantly to the design of the new data system.

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Teacher Quality

The EPSB received notification that its Teacher Quality Enhancement Grant proposal was funded under Title II of the Higher Education Act. The grant will allow the EPSB to make program improvements directly related to the Title II Report. The grant includes funding to assist each of Kentucky's teacher education institutions in completing curriculum alignment with Kentucky's New Teacher Standards and with content tested by the PRAXIS II tests. Course syllabi will specify where each new teacher standard and PRAXIS content is covered. Not only will this effort lead to improved passing scores on the PRAXIS II tests, but it also will lead to better-prepared teachers. Kentucky's regional public universities once proudly carried "teachers college" as a part of their names. It appears that the increased cooperation and coordination between colleges of education and colleges of arts and sciences is leading to teacher education again becoming a major institutional role for our institutions.

Conclusion

I believe the reporting requirements of Title II have caused states to become more cognizant of the need to constantly and carefully study available data and use the results to affect changes designed to continually improve the quality of the teaching. I believe many states are redoubling their introspective efforts. The new portal data system and the Title II Teacher Quality Enhancement Grant should provide the tools to permit Kentucky to remain at the forefront in this endeavor. Your support and direction also have been instrumental to our success. Thank you for the opportunity to share what all we have accomplished and our goals for the future. We look forward to working with you in the months ahead.

Respectfully submitted
Wendell Cave
October 7, 2002

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APPENDIX F -- WRITTEN STATEMENT OF DR. ALLEN MORI, DEAN OF THE CHARTER COLLEGE OF EDUCATION, CALIFORNIA STATE UNIVERSITY, LOS ANGELES, CALIFORNIA

California State University, Los Angeles

Charter College of Education

California State University, Los Angeles (CSULA) was founded in 1947 by action of the California State Legislature. It is a comprehensive university offering programs of higher education in more than 50 academic and professional fields. The university is organized into six colleges, one of which is the Charter College of Education. One quarter of the university's nearly 20,000 students are involved in undergraduate or graduate study in programs leading to bachelor's, master's, and a Ph.D. degree offered jointly with the University of California, Los Angeles; or teaching, service, and specialist credentials, certificates, and other types of programs that prepare them for professional advancement.

Although on-campus housing is provided for 1,000 students, CSULA is primarily a commuter campus. The Charter College of Education (CCOE) offers most of its courses from 4:00 to 10:00 p.m. daily and on Saturdays to accommodate its primary constituency of employed professionals.

Because CSULA is a large comprehensive university that serves primarily the Los Angeles basin and the southern California region, its student population is highly diverse. The ethnicity of the university student population for 2002-02 was 53% Latino, 23% Asian/Pacific Islander, 12% Caucasian, and 9% African-American. The average age of the undergraduate student population was 27; at the graduate level, 34. Some 60% of the students are female.

With the approval of the CSU Chancellor, the then School of Education was granted its 'charter' in 1995, making it the first Charter School of Education in the nation. The charter was renewed for a ten-year period in 2000 at the time the School became a College and was renamed the Charter College of Education. This special charter status establishes the College as a center for reform efforts and permits its faculty flexibility in developing new programs to meet the changing needs of California's P-12 schools.

The CCOE is committed to leading educators to transform public schools. Its mission statement is: Through the unique opportunities provided by its charter status, the College of Education at California State University, Los Angeles enables educators to meet high standards and ensure the maximum learning and achievement potential of culturally and linguistically diverse urban learners.

The goals of the faculty are to:

- Create collaborative programs that interact successfully with schools
- Prepare teachers who are well grounded in subject matter and teaching methods
- Prepare and support professionals who value inquiry in their own learning and are learner advocates who value diversity

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- Measure the effectiveness of teaching practices in the "real world" of classrooms
- Use technology as a means of transforming schools
- Conduct research that leads to positive change in teaching practices
- Close the achievement gap for poor and minority children.

The College's unique approach to providing educational preparation to a wide array of students seeking professional education is captured in its conceptual framework (attachment one). The framework depicts the core values and beliefs of the faculty that underscore the work of the College.

The CCOE's primary service area is greater Los Angeles, a dynamic urban and multicultural metropolitan center. This context provides for unique collaborative opportunities to enhance continually the College's academic programs. Because the campus is located in the heart of metropolitan Los Angeles, the CCOE programs reflect concern with the challenges and problems of urban education with particular emphasis on linguistic and cultural diversity.

Currently the CCOE is predominantly a graduate professional college, comprising 15% of the university's enrollment and 57% of the university's graduate enrollment. The majority of the candidates for teaching credentials are adult students many of whom are pursuing a second career. However, the Charter College has also established a pilot Bachelor of Arts degree program in Urban Learning. This program allows students to complete both the BA degree and a preliminary teaching credential in four years. The term "blended" program is applied to Urban Learning because teaching methods courses and specific subject matter courses are taken together, i.e. students take history concurrently with the teaching methods class in social studies. Professors from both areas discuss ways in which the students can apply the content to the "real world" of classrooms through guided participation and observation in neighborhood P-5 schools.

The College's enrollment is 68% female and 32% male. It reflects a similar pattern of cultural and linguistic diversity as the university's overall enrollment. The CCOE's student enrollment is 40% Latino, 30% Caucasian, 15% Asian/Pacific Islander, and10% African-American.

The College encourages innovation in curriculum and research. Faculty members in the College seek opportunities to innovate, collaborate, and modify curriculum to meet the changing needs of schools in the 21st century. These efforts have produced programs of distinction. In response to changes in California law governing the issuance of teaching credentials for elementary and secondary schools, members of the faculty determined that systemic change in the current programs was necessary to meet the intent and the spirit of the new standards. The new programs sequence clearly courses and field experiences to support the developing knowledge and experiences of beginning teachers. Changes were made not only to respond to the state requirements, but faculty were cognizant of the need to produce better qualified graduates to assist the College in meeting the reporting requirements of Title II. Major changes

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were made in the admission process including both structure and requirements. Admission standards were raised dramatically including requiring a higher grade point average, a two-step interview process, and a written statement of philosophy to assess the quality of candidates' written communication skills. Course sequencing was modified and an additional seminar was added to strengthen student preparation for the directed teaching experience and the assessment of candidate knowledge of teaching reading which are used for Title II reporting requirements.

Other systemic changes of note are:

- New programs were conceptualized as sequenced and developmental

- New courses were developed to incorporate cutting edge information; some existing courses were modified substantively and substantially

- Both the multiple subject and single subjects programs are more closely aligned than they were in the past. Seminars attached to student teaching were developed to assist candidates in reflecting upon their practice teaching

- An integrated assessment component was embedded in both the multiple subject and single subjects programs. It includes formative and summative assessment of students' pedagogical knowledge and demonstration of competency in the classroom (see attachment 2).

It is critical to note that these major reforms were not undertaken in isolation. College faculty members consulted extensively with stakeholders in P-12 including members of the College's various community advisory groups, ad hoc task forces, and on-going partnerships such as the Lincoln DELTA collaborative, an integral part of the Los Angeles Annenberg Metropolitan Project funded by a $50 million dollar Annenberg Challenge Grant. Practitioners influenced directly and significantly the critical elements that are reflected in the structure and content of the elementary and secondary preparation programs.

One example of a significant and effective collaborative partnership is a strand of the Urban Learning Program described earlier. The Apprentice Teacher Program (ATP) is a true partnership between the Paraprofessional Career Ladder Program (PCLP) in the Los Angeles Unified School District (LAUSD) and the CCOE. Urban Learning and its ATP strand began as part of a prototype called the Model Teacher Education Program (MTEP). Charter status allowed the CCOE to propose this revolutionary program that allowed two cohorts of students to earn a BA degree in Child Development and a preliminary multiple subject teaching credential in four years. A group of 13 CSULA faculty members from undergraduate and graduate departments collaborated with P-12 teachers from Lincoln DELTA schools and representatives from the PCLP program to design this prototype in which pedagogy and subject matter faculty paired to team teach integrated courses. The goal was to offer a program with a strong focus on subject matter knowledge and early preparation in pedagogy. Early classroom experiences were built into the program and students were placed in classrooms for observation, participation, and student teaching assignments with selected, highly qualified master teachers. The MTEP program was the first undergraduate blended program of its kind to be approved by the

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California Commission on Teacher Credentialing (CCTC). The overwhelming success of this prototype caused the state to pass legislation permitting blended programs as part of the teacher preparation continuum in institutions of higher education. The first cohort of MTEP students graduated in 2001, the second cohort in 2002. MTEP was redesigned on the basis of an evaluation and became the Urban Learning Program.

The ATP strand allows paraeducators in the LAUSD to enter the Urban Learning Program with junior status and complete the requirements for a BA and preliminary credential in just two years. The College's rigorous admission requirements must be met. A unique element of the ATP strand involves the employment of the participants at three Professional Development Schools (PDS) in Local District H of LAUSD. Administrators and teachers at these schools are committed to supporting the apprentices as they pursue their degree and teaching credential goals. The apprentices work as paraeducators at the three schools in classrooms of master teachers selected and trained carefully by a team of CCOE professors and LAUSD professionals. The apprentices are enrolled in teaching methods classes in the CCOE and also engage in professional development activities with district personnel who extend the methodology instruction to include specific information about district curriculum and teaching approaches. In this fashion, apprentices get the "best of both worlds." An example of this highly innovative program occurred in summer 2002. Apprentices enrolled in the CCOE's methods of teaching science class participated in weekly professional development sessions about Local District H's science program. These sessions were led by a nationally board certified science teacher in one of the district's high schools. Apprentices worked collaboratively on developing science rubrics and understanding the components of the district's curriculum while studying theory and application in their CCOE science pedagogy class. A crucial element of this program was that apprentices also had the opportunity to observe science being taught by master teachers in classrooms exactly like the ones they will teach in when they receive their credentials. When the apprentices are ready to do student teaching, they will rotate to a different PDS for that experience so they have an opportunity to work with different master teachers and children than the ones in the PDS where they were employed as paraeducators.

There are now nearly 200 graduates from the Urban Learning Program (ULRN). In October 2001, Evaluation and Development Associates of San Francisco, California conducted an external evaluation of the program. A summary of the findings includes the following characteristics of the program:

- It includes a group of enthusiastic, competent undergraduate students, many of whom are female Hispanics between the ages of 21-27. Most are employed over 20 hours per week, take a heavy course load and still achieve an average 3.51 grade point upon completion of the program.

- Students have a higher persistence rate to graduation than comparable transfer students at CSULA. Approximately 43% of the program's transfer cohort which began fall 1999 graduated by the end of summer 2001 compared to the average of 19% of other CSULA transfer students.

- The Urban Learning Program has a dedicated faculty who enjoy teaching these

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students. They refined the program from the original Model Teacher Education Program and pioneered instruction in both subject matter and pedagogical methods to undergraduates in California.

• ULRN has demonstrated successful use of the model of learning communities, or cohorts, which are "families" of students who attend classes together and provide each other both academic and social support.

• ULRN provides a concurrent, connected, and rigorous curriculum blending content and "hands-on" experience in the classroom, particularly in areas of pedagogy, classroom management strategies, cultural proficiencies, special education, assessment, and technology integration.

• Faculty provides early and continuous career and academic advising, scheduling support, and personal attention to students.

• ULRN is distinctive because of its intra- and inter-institutional collaboration both within the Charter College and among the other colleges at CSULA offering blended undergraduate teacher preparation programs.

The Charter College of Education is clearly on the cutting edge of high quality teacher preparation in the 21st century. Spurred by the Title II requirements to improve teacher education, faculty was determined to build world-class teacher preparation programs to meet the needs of the ethnically and linguistically diverse urban community of the Los Angeles basin. This context is a powerful theme in both the subject matter and teacher preparation curriculum. When the Evaluation Center of Western Michigan University conducted the external evaluation of the Charter College of Education in February 2000, the final report noted the following about the CCOE:

> ...it is abundantly clear that the CSOE {at the time of this report the now College was still a School}, through the collective efforts of its administration, faculty and staff is making remarkable progress in reaching its stated goals. For the faculty of the CSOE, this journey has literally taken on almost a missionary zeal, in that they know they have been given relief and deregulation of their operation perhaps like no other peer professional education preparation unit in the United States. This places the CSOE in a "fishbowl" environment with its attendant challenges to communicate with its relevant constituent groups and respond to the ever-present demand for accountability for actions and results....there is evidence that the CSOE had done an exemplary job of paying attention to and striving to meet its goals (p.6)

In its executive summary, the authors of the report noted, "...the School of Education's first period of approval as a Charter School of Education has produced some remarkable results....The evaluation team found an academic unit that reflects commitment and dedication to a mission that is not only correct for this school, but likely most appropriate for many others

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across the country. It has redirected its mission to serve the needs of the local schools of its primary service area as well as the needs of enrolled students at CSULA". (p. 5)

The faculty and staff of the CCOE understand that the kind of systemic, standards and outcome-based reform being pursued by the College is not a "destination". Rather it represents a "journey" in which the ultimate goal is the improvement of the schools so that all children can reach their maximum potential and become productive citizens of our 21st century global society.

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CHARTER COLLEGE OF EDUCATION
California State University, Los Angeles

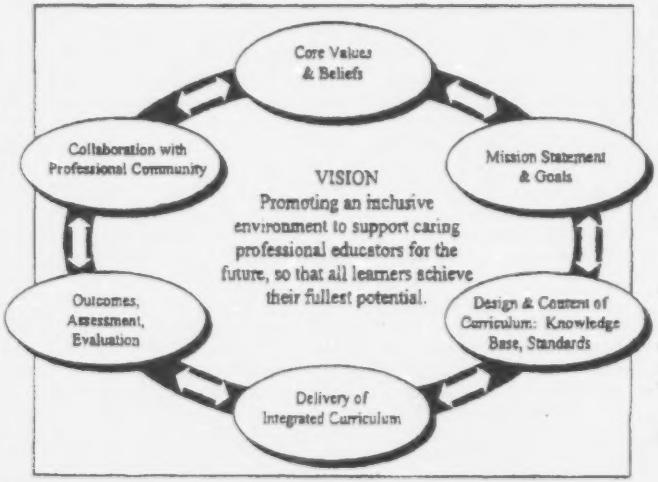
MISSION

Through the unique opportunities provided by its charter status, the College of Education at California State University, Los Angeles enables educators to meet high standards and ensure the maximum learning and achievement potential of culturally and linguistically diverse urban learners.

CONCEPTUAL FRAMEWORK

Beliefs

- Strategies for learning should model desired practice
- Practitioners need to learn in context
- Assessment strategies should measure what practitioners know and can do so that all students learn
- Collaboration and partnerships should guide decision making
- Cultural and linguistic diversity should be considered in decision making


Core Values & Beliefs
Mission Statement & Goals
Design & Content of Curriculum: Knowledge Base, Standards
Delivery of Integrated Curriculum
Outcomes, Assessment, Evaluation
Collaboration with Professional Community
VISION
Promoting an inclusive environment to support caring professional educators for the future, so that all learners achieve their fullest potential.

Core Values

- Value equity
- Treat cultural and linguistic diversity as assets
- Promote inclusiveness
- Use inquiry and reflection
- Prepare qualified, quality educational leaders and teaching professionals
- Assume accountability for learning outcomes
- Cultivate life-long learning
- Apply technology in service to quality education
- Assure democratic participation

Theme Focus: Diversity, Technology, Inquiry, Transitions, and Community

Learner Focus: Early Childhood, Elementary School, Middle/High School, Post High School

Field Focus: Curriculum and Instruction, Special Education, Educational Foundations and Interdivisional Studies, Administration and Counseling

revised fall 1999

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APPENDIX G – WRITTEN STATEMENT OF STEVEN BRANDICK, DIRECTOR, CAREER LADDER, HUMAN RESOURCES DIVISION, LOS ANGELES UNIFIED SCHOOL DISTRICT, LOS ANGELES, CALIFORNIA

Background for Testimony
before the
Subcommittee on 21st Century Competitiveness
of the
Committee on Education and the Workforce
United States House of Representatives

Steve Brandick, Director
Career Ladder
Human Resources Division
Los Angeles Unified School District
October 9, 2002

Short Supply of Teachers

A number of factors have combined to create a critical need for highly-qualified teachers to serve the students of the Los Angeles Unified School District (LAUSD). From October 1994 to October 2001 enrollment grew from 636,416 to 735,058. This is an increase of almost 98,642 students or 15.5%. For approximately each 27 students, there is a need for one new teacher. This adds up to at least 3,653 new teachers. As large as that number is, it does not take into consideration other factors which have caused and will continue to cause an increased need for teachers. These are class-size reduction, accelerated retirements, and normal attrition.

Because of its size, LAUSD must hire a large number of teachers each year to account for normal attrition caused by retirements, leaves of absence, resignations, and deaths. In 1995-1996, 1810 teachers were hired. However, in 1996-1997, the first year that California reduced class size, the number of new teachers hired leaped to 3,867. This trend has continued with 3,880 new teachers hired in 2001-2002 and a projected need of close to 4,000 teachers per year for the next five years.

The most current statistics regarding teachers prepared by universities in California were published by the California Commission on Teacher Credentialing (CCTC) in the report entitled *Teacher Supply in California 2001-2002.* These statistics demonstrate another aspect of the problem. Universities in California are not preparing enough teachers. All universities, both public and private, in Los Angeles area produced 4,694 teachers in 2000-2001. This represents, not an increase, but a decrease of 179 teacher or about 4% from the number produced in 1997-1998 (4873). LAUSD would have had to hire 83% of all the teachers prepared in 2000-2001 to fill the 3880 vacant positions in the following school year. However, there are two additional factors which exacerbate this situation. First, LAUSD is not the only school district in the area. There are 94 other school districts also competing for these teachers. Second, the CCTC statistics include all persons recommended for a single or multiple subject credential in a given year. No distinction is made between persons who first entered the classroom after receiving that credential and those who were already working either under a permit or a different credential. This means that an unspecified number of the persons recommended for credentials in any given

year were already working as teachers and the total number of new teachers produced in any given year is actually lower.

The end result of this situation is that one of four LAUSD teachers, and more than half of all new teachers, are not regularly certified. Additionally, schools with the highest concentrations of challenged learners have the most under-qualified teachers. In some schools, half the teachers are not regularly certified. "No Child Left Behind" has placed needed focus on this situation and created an urgency to produce a large number of high qualified teachers, sensitive to the needs of a large urban district, as quickly as possible.

LAUSD Career Ladder Initiatives and IHE Partnerships

The LAUSD Career Ladder Office has been involved in a number of initiatives which have been very successful. Three of the most promising have been the In-house Teacher Recruitment Program, the Paraeducator Career Ladder, and the Apprentice Teacher Program.

In-house Teacher Recruitment Program (a Teacher Quality Enhancement Recruitment Grant)

In September 1999, the LAUSD Career Ladder Office was awarded a Teacher Quality Enhancement Recruitment Grant to implement the In-house Teacher Recruitment Program which was designed to help alleviate the teacher shortage by increasing the number of high school students who decide to become teachers. This was done by: 1) increasing the awareness of teaching as a viable career option, 2) supporting high school Multilingual Teaching Academies with curriculum and paid internships, and 3) providing scholarships to academy graduates who commit to becoming teachers. The intended outcomes were: 1) to identify and recruit potential teachers during high school and; 2) to create a seamless pathway by which the Los Angeles Unified School District students can be supported from high school to a teaching credential and then into three years of teaching.

These outcomes were accomplished through the following activities:

1. A six-week paid internship for high school students was developed and implemented. During this internship students worked four days per week, four hours per day assisting teachers in elementary school classrooms. On the fifth day, the students attended a four hour class where they followed a curriculum designed to give them a broad overview of the job of a teacher. This curriculum was aligned to the California Standards for the Teaching Profession. Over 500 students completed this internship during a two and a half year period. The internship curriculum has been established as a course which earns high school credit and can be offered by any district adult school.

2. 70 students who have committed to becoming teachers have been awarded full scholarships and are currently studying at local colleges and universities. The first group will become teachers in about three years.

3. A recruitment video for the Multilingual Teacher Career Academies was developed and distributed.

4. A 50-minute lesson designed for high school and middle school guidance classes which includes an 8-minute video was produced and distributed.

5. A series of video Public Service Announcements was produced and distributed.

6. A Web Site Design Team composed of high school students developed *The Road to Teacherhood*, a website located at www.Teacherhood.net which is designed to interest young people in the teaching profession.

This project has included a large number of college and university partners: the California State Universities at Dominguez Hills, Long Beach, Los Angeles, and Northridge and the following community colleges: East Los Angeles College, Los Angeles Community College, Los Angeles Southwest College, West Los Angeles College, Los Angeles Mission College and Los Angeles Valley Colleges have been partners to this program.

Paraeducator Career Ladder Program

Among the 15,000 paraeducators who assist teachers in classrooms throughout the Los Angeles Unified School District there are many who have both the desire and ability to become excellent teachers. The great majority grew up in the community in which they work. All have experience working with children and many have expressed the desire to pursue teaching careers, but they have encountered the obstacles of time, money, family responsibilities, college advisement or state-mandated exams.

In September 1994, the Paraeducator Career Ladder was established as a joint project of the LAUSD and Service Employees International Union, Local 99 to support paraeducators pursuing careers as teachers and to guide them towards shortage fields. Career Ladder participants are placed on one of five levels based on education completed towards a teaching credential, and demonstrated proficiency in a series of teaching related performance areas. Progress towards a teaching credential is monitored through ongoing analysis of transcripts. Proficiency in the performance areas is assessed through a process of observation by the supervising teacher. As participants increase their level of proficiency and progress towards a credential, they move up the Ladder. When they have received a credential, they are expected to work for the District for a minimum of two years if offered a position. In return, participants are provided with educational advisement, in-service training, mentoring, test preparation seminars, hiring assistance, and partial tuition reimbursement. They are also eligible to apply for a number of full scholarships, which are awarded on a competitive basis.

The Career Ladder is strongly supported by the Board of Education which provided the funds for development and has established the program as an integral part of the district's recruitment strategy with a regular line in the general fund budget.

Results of the Career Ladder have been impressive. Since July 1995, over 2000 program participants have been hired as K-12 teachers. These new teachers are 89% minority and 60% bilingual. Reports from the field indicate that they are generally having success and come to the

profession with skills that few other new teachers possess. In addition, the five-year retention rate as LAUSD teachers 89%.

Apprentice Teacher Program

The Apprentice Teacher Program (ATP) was initiated in January 1999 as a pilot project of the Charter College of Education at California State University, Los Angeles (CSLA) and the Los Angeles Unified School District (LAUSD) Paraeducator Career Ladder. It provides an alternative route to teacher certification designed specifically for paraeducators. Participants begin as juniors and in two years complete the requirements for a Bachelor of Arts degree with a major in Urban Learning and a Preliminary Multiple Subject Teaching Credential. The required course of study combines upper division and credential coursework with paraeducator on-the-job experiences resulting in more highly trained teachers. The pilot phase of this project was completed in September 2001. Following is the plan to establish the Apprentice Teacher Program at Professional Development Schools as a regular credential option within the Charter College of Education at California State University, Los Angeles. There are already 21 graduates of this program working as fully-credentialed teachers within LAUSD. There are 20 more in the pipeline and plans are underway to expand this program to other Local Districts and California State Universities.

Professional Development Schools

Apprentices are members of a cohort in the Urban Learning Program at Cal State L.A. As participants enter the Apprentice Teacher Program, they are assigned to a Professional Development School for a two-year period. Professional Development Schools (PDS) are LAUSD elementary schools where Apprentice Teachers are given practical experience related to their credential program.

Selected staff members are trained to support the apprentices. The apprentices are assigned to work with a Demonstration Teacher for two years. The Demonstration Teacher displays above average teaching ability in the major curricular content areas and shows a commitment to supporting future teachers. Apprentices learn pedagogical approaches from working alongside the Demonstration Teacher in a supportive learning environment where instructional techniques are modeled. The Demonstration Teacher also provides mentoring. The apprentices work experiences are extended and analyzed at the University level as well.

The PDS also identifies Observation Practitioners, exceptional educators in specific academic content areas who are trained by university staff to provide meaningful observation and participation activities for the apprentices.

The PDS recommends exemplary teachers to serve as Master Teachers. The Master Teachers are chosen based on the California Commission on Teacher Credentialing guidelines as well as those of California State University, Los Angeles and the Los Angeles Unified School District. The Master Teacher supervises and evaluates apprentices during their student teaching experience.

Participants are assigned to a PDS in their junior year at CSLA (first year in ATP). The school places the apprentice with a Demonstration Teacher for their paraeducator work experience. The Demonstration Teachers provides mentoring and helps develop the apprentices teaching skills.

Participants are in their senior year at CSLA and are still working with the Demonstration Teacher. During this time apprentices complete a series of structured fieldwork experiences in conjunction with the observation requirement of their methodology courses. The participant is responsible for completing this requirement during non-work time.

Once a week apprentices participate in a professional development module. This module coordinates their course work content and observation and participation fieldwork requirement at CSLA with Local District curriculum and policy. The training sessions are conducted by Local District H staff and are held at one of the PDSs.

Student Teaching takes place during the apprentice's last quarter at CSLA. Currently participants complete a 6-week student teaching assignment at a Professional Development School other than the one they are currently assigned to. This has been expanded to a 10-week assignment for the following year.

Urban Learning Program

The Bachelor of Arts degree in Urban Learning is a blended subject matter teacher preparation program. The goal is to produce credentialed elementary school teachers in less time. Freshmen graduate with a Bachelor of Arts degree and a preliminary multiple subject credential in four years while juniors or community college transfers complete this program in two years. Students are organized into cohorts and are guaranteed enrollment in the required program coursework.

The education methods courses require participants to complete 14 hours of observation and participation in fieldwork experiences. The staff at California State University, Los Angeles will train the Observation Practitioners, teachers who have been identified as exemplary teachers in specific academic subjects. The training will provide the Observation Practitioners with an overview of the program and the specific observation and participation activities that should be made available to the participants. These experiences are monitored and evaluated by university staff. The observation component will be completed at the Professional Development Schools and aligned to a Professional Development Modules designed by Local District H.

Student Teaching is a key element to the program. The apprentice observes and participates in instruction during the first two weeks and assumes responsibility for planning and lesson delivery during the final four weeks. District and university staff members evaluate the apprentice. Local District H and CSLA staff members conduct Master Teacher and Supervisor Trainings. The training provides Master Teachers with an explanation of their role and responsibilities, and an overview of the California Standards for the Teaching Profession.

Local District H Training

An integral component of the Apprentice Teacher Program is the Professional Development Training Modules. Local District H has developed a series of training modules aligned to the CSLA methodology coursework curriculum. Experienced Local District H staff conduct the trainings. Apprentices attend a weekly training session. This element of the program is offered to apprentices in the senior year of coursework.

Local District H identifies schools as Professional Development Schools. Local District staff works with the administration of the selected school sites to implement the National Council for Accreditation of Teacher Education Standards for the Professional Development School.

Support for Successful Initiatives

As the Subcommittee considers ways that highly qualified teachers can be quickly prepared for urban schools, we hope that the members will take into consideration the success pre-collegiate programs like the In-house Teacher Recruitment Program, pre-service programs like the Paraeducator Career Ladder, and innovative credential programs like the Apprentice Teacher Program and provide additional funding to expand the existing efforts and initiate new ones.

APPENDIX H – LETTER FROM THE AMERICAN PSYCHOLOGICAL ASSOCIATION TO CHAIRMAN HOWARD P. "BUCK" MCKEON, SUBCOMMITTEE ON 21ST CENTURY COMPETITIVENESS, COMMITTEE ON EDUCATION AND THE WORKFORCE, U.S. HOUSE OF REPRESENTATIVES, WASHINGTON, D.C.

AMERICAN
PSYCHOLOGICAL
ASSOCIATION

October 18,2002

Hon. Buck McKeon
Chairman
21st Century Competitiveness Subcommittee
Education and the Workforce Committee
Washington, DC 20515

Dear Mr. Chairman:

On behalf of the Education Directorate of the American Psychological Association, I would like to thank you for holding such a valuable and informative hearing on teacher education. As you may know, APA's Education Directorate, established over a decade ago, seeks to advance the contributions of science and the practice of psychology to the public through educational institutions, programs and initiatives. To that effect, we have established a Center for Psychology in Schools and Education that has as its mission strengthening the linkages between psychology/psychologists and education/educators to serve all students academic and emotional needs. Further, we work with other organizations to promote and disseminate information, based on psychological science, on evidence-based school interventions to promote teaching and learning. Because of the research conducted by many of our members, we believe we are well positioned to comment on effective practices in teacher preparation and professional development.

As part of the hearing record, APA wanted you and your colleagues to be aware of some of the efforts we are making related to teacher preparation. In order to for teachers who first and foremost "know their stuff" to best deliver that content and meet the academic needs of our nation's students, they must have a solid education in the psychological sciences. Often left out of the teacher preparation curriculum, the psychological sciences offer applicable and tangible examples in critical areas that are fundamental to the success of new and veteran teachers including ***classroom management, assessment of student learning, identification of individual needs*** and ***the delivery of instruction***. These "teaching skills" are dependent upon an understanding of the science of behavior (psychology) and are on par with strong content knowledge in ensuring that teachers are up to the job of delivering a high quality education to students in the classroom. Further, psychology and its application can offer insight in the teaching of the fourth "R" that educators are being tasked with -- that of promoting "Responsibility." By ensuring that prospective teachers have a more thorough and rigorous grounding in the psychological sciences, we will go a long way in building strong character in our nation's students.

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We were especially pleased to hear both you and Mr. Isakson recognize the importance of a teacher's ability to communicate important content knowledge to the class.

It is a critical component of educating – and one that is often overlooked. If you have any questions, please contact me directly or have your staff contact me at (202)336-5970 or via e-mail at cbelar@apa.org. We look forward to working with you, Mr. Tierney, Mr. Boehner, Mr. Miller and the rest of your Committee colleagues on this critically important issue of teacher preparation.

Sincerely,

Cynthia D Belar

Cynthia D. Belar, Ph.D.
Executive Director
Education Directorate
American Psychological Association

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